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THE INSTITUTE OF INTERNATIONAL EDUCATION

GUIDE BOOK FOR FOREIGN STUDENTS
IN THE UNITED STATES



NEW YORK
JULY 1, 1921

The Institute of International Education

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PREFACE

There are today more than 10,000 foreign students in the institutions of higher education in the United States and in all probability not only will that number increase absolutely but relatively to the total student enrollment. These foreign students come from practically every country in the world and many of them find considerable difficulty in making their orientation here. The semesters, granting of credits, fees, student activities, in fact nearly all aspects of education differ from those to which they have been accustomed. Much time, money, and energy might be saved were foreign students provided with a clear statement of conditions pertaining to higher education in the United States before leaving their native land. It is to serve this purpose that this booklet is issued by the Institute.

The basis of this booklet is a manuscript prepared for the Committee on Friendly Relations Among Foreign Students by Dr. Philip K. Hitti, formerly an instructor and now returning as professor of Oriental History in the American University of Beirut, Syria, to whom grateful acknowledgment is made. The fact that Dr. Hitti was at one time a foreign student in an American institution and later an instructor in another, enabled him to look at the problem from more viewpoints than would probably be true of an American instructor. The manuscript, however, has been submitted to a number of college and university administrators and foreign students, and considerable changes have been made in it as it was received from the Committee on Friendly Relations. The Institute is particularly indebted to Dr. I. L. Kandel of Teachers College, Columbia University, for the many valuable suggestions he has made.

standards of admission to, and graduation from, the principal types of institutions are almost identical. The usual length of the elementary school course is eight years. The age of compulsory attendance is generally from seven or eight to fourteen or fifteen, and there is an upward tendency to sixteen. Public secondary schools, also called high schools, offer ordinarily a four-year course, which is a continuation of the elementary school course. The college course with rare exceptions is four years in length. There is, however, a widespread movement to reorganize the twelve-years' course in elementary and high schools and to devote six years to elementary education, and six to secondary, with a further tendency to divide the six years of secondary work into a three-year junior high school course, and a three-year senior high school course. Thus, underneath the apparent dissimilarity in the foundation, management, and control of the educational systems in the United States, there is, nevertheless, a fundamental unity of purpose, and a unity of standards and methods.

VARIETY

State Systems. The Constitution of the United States does not provide for the control of education by the Federal Government. The Commissioner of Education in Washington has only power to collect and distribute information on conditions of education in this country and elsewhere. Each state, therefore, assumes the task of devising and pursuing its own system.

The educational systems of the various states have grown up independently of one another. Their dates of establishment cover a period of almost exactly one century, in the course of which the people have held different philosophies of life and theories of education. The common conception of the part states should play

in promoting and controlling education has also varied according to time and locality. In the comparatively newer states of the West and the Middle West the theory prevails that all education from the kindergarten through the university should be supported and managed by the state or local government. On the other hand, in the older states and particularly in the East, elementary and secondary education are left to the state, but higher education is conducted through independent institutions founded originally under various auspices, principally religious.

The first public school was established at Dorchester, Massachusetts, in 1639. It was maintained in part by the town and in part by fees paid by the parents of the students attending it. The first public school to be maintained by general taxation was established by vote in the Dedham, Massachusetts, town meeting on January 1, 1644. In 1640, Rhode Island, by a vote of the colony, set apart one hundred acres "for a school for encouragement of the proper sort to train up their youth in learning." The school was located at Newport.

Municipal Institutions. Education is accepted as a state function but large cities have the right within their charters to develop their own educational policies and institutions. These institutions are mostly of the elementary and secondary types. In recent times, however, a number of municipalities have entered the field of higher education and we have as a result the College of the City of New York, the Universities of Cincinnati, Toledo, Akron, etc., while a number of other cities especially in the West are beginning to provide the first two years of college work in junior colleges.

Private Institutions. The American private school is a distinctive expression of national character, yet like other American institutions its origin should be traced

back to European countries. In earlier times ecclesiastical control prevailed but later the influence became political. The private school antedates the public. One of the first private funds for education in America was established in 1657, by the bequest of Edward Hopkins, an uncle of Elihu Yale, and one time governor of Connecticut. Out of the Hopkins bequest grew three educational foundations—the Hopkins Grammar School at New Haven, the Hopkins Academy at Hadley, and the fund granted to Harvard College.

During the early part of the nineteenth century private initiative was to a large extent responsible for educational activity in the provision of secondary and higher education in the United States. While the academies were multiplying, many new educational influences were at work, fostered by private individuals and societies.

Denominational Institutions. The most extensive private elementary educational system in the United States is that of the Roman Catholic Church. In 1790, the Roman Catholic Church established its diocesan government in this country and immediately established parochial schools. As the number of Catholics increased through immigration, the teaching orders of the Church opened schools in all parts of the Union. The establishment of Catholic schools received a new impetus from the Baltimore Council of 1884, in which parish priests were charged with the establishment of parochial schools, and Catholic parents were directed to send their children to them.

The Protestant churches were earlier in the field of education than the Catholic church. Methodist academies date from the early decades of the last century. Almost all other denominations have since entered the field of education, but their activities are in general confined to higher education.

CLASSIFICATION

Kindergarten. The first institution of learning to which the child makes his way is the kindergarten. Children below six or seven are received in it.

The first kindergarten in this country was opened at Watertown, Wisconsin, in 1855, by Mrs. Carl Schurz, and was followed by others in German communities. The earliest American kindergarten was established in 1860, in Boston by Miss Elizabeth Peabody, who, in 1867, went to Germany to study under Froebel in his Blankenburg kindergarten. On her return the following year there was established in Boston the first kindergarten training school. In 1874, Mr. S. H. Hill, of Florence, Massachusetts, contributed funds to found the first charity kindergarten. The greatest charity kindergarten, however, was developed in San Francisco where the Golden Gate Association at one time maintained as many as forty-one charity kindergartens. Honorable W. T. Harris, Superintendent of St. Louis' public schools and later United States Commissioner of Education, in cooperation with Miss Susan E. Blow, opened, in 1873, an experimental kindergarten in connection with the public schools of St. Louis. This proved to be a success and the movement spread throughout the country. At present there are over four thousand five hundred kindergartens, public and private, which enroll upwards of two hundred thousand pupils.

The Elementary School. The elementary school, as we have observed, was first instituted in Massachusetts. Except in New England, the management of the district elementary schools began in most cases with the Church and gradually got into the hands of the smallest political subdivision, known as the "district." The schools held three, and sometimes four, months' sessions in the winter.

The Secondary School. The oldest secondary school in this country is the Boston Latin School which was established in 1635, by vote of the citizens in a town meeting. Following the Boston initiative similar schools were established in New Haven (1642), Hartford (1642), and New Amsterdam (1659). The William Penn Charter School of Philadelphia and the King Williams School in Annapolis are products of the close of this century.

The Revolutionary War was a time of transition and a new type of institution, known as the Academy, sprang up following the English precedent. The earliest school by that name was established in Philadelphia in 1751, as the result of a proposal made by Benjamin Franklin in 1743.

At the beginning of the nineteenth century, the first step in the establishment of public high schools to supplement the academies was taken, under the lead of Boston, in 1821.

The American College. The American college was the first institution for higher education to be founded in the United States. Harvard was the first college established in America—the date of its founding being 1636, six years after the founding of the Massachusetts Bay Colony. Boston at that time was a village of about thirty houses. Oxford and Cambridge furnished the prototype for Harvard College. Most of its earlier graduates entered the Christian ministry.

The second college, that of William and Mary, was founded in Williamsburg, Virginia, in 1693; and the third college was Yale, which originated with a meeting of pastors in Branford, near New Haven, and was located at Saybrook, Connecticut, for fifteen years after its establishment in 1701. The second period of activity covers the latter half of the eighteenth century and includes King's College, now Columbia (1754); The

University of Pennsylvania (1757); Princeton, formerly the College of New Jersey, (1746); Brown University (1764); Queen's College, now Rutgers, (1766); Dartmouth (1770); and Hampden-Sydney (1776). These were followed sometime later by a new type, the state university—Tennessee (1794); North Carolina (1789); Georgia (1784); Indiana (1820); and Virginia (1819). Many smaller denominational colleges, some of which have obtained a great prominence, like Williams (1793); Bowdoin (1794); and Amherst (1821), were also founded in this period.

In the third period, which began the latter part of the nineteenth century, three great forces for the advancement of American higher education were at work; the Civil War, commercial prosperity, and the scientific movement. Under this stimulus such institutions as Cornell (1868), Johns Hopkins (1876), Leland Stanford, Jr. (1891), and the University of Chicago (1892), were founded.

The colleges today vary considerably in size; the majority are independent institutions and do not offer graduate work at all, or only within the limits of their resources. The small college, while more restricted in its offerings and limited in its equipment, offers other advantages which for the foreign student may outweigh the disadvantages. The personal touch and relationship which are more likely to prevail in a smaller college offer an atmosphere in which the foreign student may more readily identify himself with the spirit of the institution.

Most of the small colleges were and still are denominational. Although they may attract mainly students from their own denominations, they are open to all. These denominational institutions are most numerous in the South and Middle West. While they lay special stress on religious education and outlook, the tendency to require

attendance at religious exercises is not as marked as it once was. Opportunities for religious worship are found, however, in all institutions, as a rule, irrespective of their affiliations.

Many of the leading institutions for higher technical instruction while not bearing the title of college or university, are equal in rank and general character. Such are the foremost engineering colleges, like the Massachusetts Institute of Technology, Worcester Polytechnic Institute, Rensselaer Polytechnic Institute, Stevens Institute of Technology, Carnegie Institute of Pittsburgh, and the Case School of Applied Science. Many of the states through federal grants have established and maintain separate institutions for agriculture and engineering.

While, as will be seen from the list of colleges given on pages 16-24, many of the colleges are coeducational, a number of independent women's colleges exist. Their general characteristics in point of scholarship, academic status, and college life are given in some detail in Chapter VI.

The American college is a unique institution. It seems to have no exact counterpart in the educational system of any other country. It is the nucleus from which all higher institutions of learning have sprung. Traditionally, its curriculum covers a period of four years and leads to the Baccalaureate degree.

The University. The American university is the outgrowth and the expansion of the American college. Before the last quarter of the nineteenth century there were no universities in the modern sense of the term. With the rise of professional schools of theology, law, and medicine, the American college began to approach university organization. The university then came to be designated as an institution composed of a college and one or more professional schools, each under the

control of a separate faculty. Nevertheless the terms "college" and "university" are still sometimes used interchangeably and are often confused. In some states it has been possible to secure a university charter on the strength of achievement possible in the future, rather than accomplished in the past. Thus today we find many colleges offering but a single course leading to the Bachelor's degree and yet chartered as a university. In the strictest sense of the term a university is an institution maintaining, in addition to the college proper, professional and graduate departments offering advanced degrees. The specialized departments of the university include besides the graduate schools of arts and sciences, schools or colleges of engineering, agriculture, medicine, pharmacy, law, commerce, education, and theology. Columbia, California, Chicago, and Illinois universities, each have a dozen or more of such schools or departments. In their early development American universities consciously followed the German type.

COMPARISON WITH EUROPEAN AND LATIN AMERICAN INSTITUTIONS

The lack of standard which we have previously observed is the chief characteristic which distinguishes the American system of education from the European systems. Experiments in education are constantly being conducted in this country and the results accomplished by one institution are available to all others. The individualism of the American people is nowhere else better revealed than in their institutions of education.

Another feature of American education is its democratic character. Next to the political institutions the educational institutions best reflect the democratic tendencies of the American people. American education is so graded as to make the secondary school the con-

tinuation of the elementary school, and the college the continuation of the secondary school. In France and Germany, and to a certain extent in England, the elementary and secondary systems are not well articulated. Transference from the one to the other is not easy except at one or two points. The elementary school in many cases is not a preparatory institution for the secondary school but an institution furnishing education for the children of the laboring and artisan classes, whereas the secondary school is intended to fit the more well-to-do children for the professions and for civil life. Much of the work that is done by the French lycée and the German nine-year secondary schools is included here in the secondary school and in the first two years of college.

The standard attained by the completion of an American secondary or high school course together with the first two years of college would correspond approximately to that of the Baccalauréat of the French lycée, or the Abiturientenzeugnis of the German gymnasium. Our professional schools which require two years of college study for entrance have an equivalence with the French and German universities, which are open only to the holders of the Baccalaureate degree from the lycée or the gymnasium respectively.

CHAPTER II

THE UNDERGRADUATE COLLEGE

THE COLLEGES OF LIBERAL ARTS AND SCIENCES

At the core of every American university stands the collegiate department variously called the undergraduate department, the school, department or college of arts and sciences, the college of letters, the college of liberal arts, etc. Graduates of recognized high schools and private schools, and students who give evidence of equivalent preparation are admitted to the school of arts and sciences.

The average age of students entering college is eighteen or nineteen years, making the average at graduation twenty-two to twenty-three years.

The College offers a four-year course leading to the Bachelor's degree, of which there are three chief groups, namely—A.B., B.S. and Ph.B.*

The early practice of prescribing courses of study for the Bachelor's degree has practically broken down. The required studies are confined to two or three subjects and the student is allowed freedom of choice with respect to the rest of the program. A still later development, known as the "group system" came to meet the needs of students, and was first put into practice at Johns Hopkins University. The theory is that work should be concentrated along certain lines to definite ends. Certain groups of studies are organized to correlate with a single central subject and to permit the students to choose one of these groups. Princeton was a pioneer in what is called the "preceptorial system" by which each student

* See Table of Degrees, p. 93.

is carefully supervised and assisted in his studies. The assistant professors are the preceptors, whose duty it is to meet the students in little groups to give advice and test the faithfulness and accuracy of their work. The semester system is followed by most universities—the first semester extending from the latter part of September to early February, and the second semester terminating about the middle of June, but the practice of dividing the year into four terms is gaining in favor especially in the West. Some of the universities in California open in August and close in May. Each semester culminates in an examination designed to test the knowledge of the student in the branches he has studied. Many of the colleges have adopted the “honor system” in the written examinations according to which no proctors supervise the examination period. This system endeavors to cultivate honesty in examinations. The offender is usually suspended by the Student Council.

The instruction in the school of arts and sciences is carried on by means of lectures, recitations, discussions, and various kinds of written exercises. In the Freshman and Sophomore years—the first two years of the college course—instructors usually assign a definite number of pages from a prescribed textbook and the student's knowledge is tested by recitation. In the last two years lectures become more the rule and periodic examinations take the place of formal recitations.

COLLEGE ENTRANCE REQUIREMENTS

Admission to a standard American college is, in general, based on the completion of a four-year course in a secondary school. Expressed in terms of the “unit,” it is the equivalent of fourteen to sixteen units. A “unit” represents a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's

work. A four-year secondary school curriculum should be regarded as representing not more than sixteen units of work.

This definition assumes that the length of the school year is thirty-six to forty weeks; that a period is from forty to sixty minutes in length and that the study is pursued for four or five periods a week.

There are three methods of admission; first by certificate from an accredited high school. This method prevails in the West and Middle West. Second by an examination conducted by the college, itself, or by the College Entrance Examination Board. This method is followed in the East. The third method is by passing a "psychological test." This method, recently adopted by Columbia University, is a further development of the type of tests used by the School of Military Aeronautics during the war and is meant to determine, not so much the fund of information possessed by the student as his ability accurately and clearly to use his common sense. Only those who complete their secondary school work with high records are allowed to take the test.

The physical condition of a student is more and more being taken into consideration by college authorities. Some colleges are beginning to require a certificate of health for admission.

Foreign students are advised to bring with them as detailed a statement as possible of the nature and amount of work pursued and completed by them. Such statements should be translated into English, wherever necessary. It is especially important to present diplomas or certificates obtained from institutions previously attended by them and preferably those that are usually recognized in the countries of their origin. They should also bring copies of the calendars of the universities or institutions in which they have studied.

It is suggested that students bring no ordinary textbooks since the libraries supply all the copies needed. What is wanted, however, is material dealing with education in your own country, such as reports, pamphlets, etc., of which there is usually a great dearth here.

The Credit System. Students from foreign countries are sometimes confused when reading about *points* and *credits* in the American university calendars. Therefore, a short word of explanation may be necessary in this connection. A particular course in the calendar is put down as counting two or three *points* (or hours) per semester or term, as the case may be. This represents roughly the number of hours of work in lectures and in preparation that is expected to be devoted to it. A student "gets his points" (*i.e.* passes his course) if he has attended regularly, done the work, and passed the examination in this particular subject at the end of the semester.

The average student takes about fifteen *points* per semester. This will leave him to complete the hundred and twenty *points* that is normally required for the Bachelor's degree in four years (at the rate of thirty points a year). In some universities tuition fees are fixed sums per semester; in others, like Columbia, Chicago, etc., they are proportional to the number of points taken. In some state colleges no fees are charged to a student after he has been a resident for one year in the country.

This system enables students to work at almost any rate they please within the limits of human possibility. Some students who do outside work to earn a living, carry proportionally less points, and it will take them correspondingly longer to get the full number of points required for a degree. Other students with ability and energy enough to devote every possible moment to studying may considerably shorten their period of study by carry-

ing more than the average number of points per semester and by attending summer sessions where from six to eight points per session may be earned. It is, however, advisable that during the first semester students do not take more than the normal number of points, since it usually takes some time to become adapted to the new conditions of work. When, therefore, a calendar says that it requires a minimum from sixty to seventy-five points post-graduate work for the Ph.D., candidates must remember that whatever time is devoted to the Ph.D. thesis must be added to the two years or more; and this will vary, as has been said before, with the difficulty of the problem and the amount of work already done upon it. If candidates prefer to work on their dissertations contemporaneously with their class work (as very many do) it will only mean that the required number of points will be spread out over a longer period of time than an individual puts in on his work. In the case of the higher degrees, the number of points are given simply as a general indication of the time and work that will be involved. It is not prescribed in any sense nor in every case strictly adhered to. In each individual case it depends on the general status of scholarship attained, and on the judgment of the faculty of a department in which a candidate is majoring as to whether he is fully qualified to proceed to the final examination, or not. In most cases the number of points indicated will be a bare minimum.

ACCREDITED HIGHER INSTITUTIONS

The list of institutions given below was drawn up by the American Council on Education and printed in the *Educational Record*, April, 1920. It represents those institutions whose degrees may be accepted for advanced study by American and foreign universities.

ALABAMA

University of Alabama	University	Coed
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ARIZONA

University of Arizona	Tucson	Coed
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CALIFORNIA

California Institute of Technology	Pasadena	Men
Leland Stanford Junior University	Stanford University	Coed
Mills College	Mills College	Women
Occidental College	Los Angeles	Coed
Pomona College	Claremont	Coed
University of California	Berkeley	Coed
University of Southern California	Los Angeles	Coed

COLORADO

Colorado Agricultural College	Fort Collins	Coed
Colorado College	Colorado Springs	Coed
University of Colorado	Boulder	Coed
University of Denver	University Park	Coed

CONNECTICUT

Connecticut College for Women	New London	Women
Trinity College	Hartford	Men
Wesleyan University	Middletown	Men
Yale University	New Haven	Men

DISTRICT OF COLUMBIA

Catholic University of America	Washington	Men
George Washington University	Washington	Coed
Georgetown University	Washington	Men
Trinity College	Washington	Women

FLORIDA

Florida State College for Women	Tallahassee	Women
John R. Stetson University	De Land	Coed
University of Florida	Gainesville	Men

GEORGIA

Agnes Scott College	Decatur	Women
Emory University	Oxford	Men
Mercer University	Macon	Men
University of Georgia	Athens	Men
Wesleyan College	Macon	Women

IDAHO

University of Idaho	Moscow	Coed
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ILLINOIS

Armour Institute of Technology	Chicago	Men
Augustana College	Rock Island	Coed
Carthage College	Carthage	Coed
Illinois College	Jacksonville	Coed
Illinois Wesleyan University	Bloomington	Coed
Illinois Women's College	Jacksonville	Women
James Millikin University	Decatur	Coed
Knox College	Galesburg	Coed
Lake Forest College	Lake Forest	Coed
Lewis Institute	Chicago	Coed
Lombard College	Galesburg	Coed
Monmouth College	Monmouth	Coed
Northwestern College	Naperville	Coed
Northwestern University	Evanston	Coed
Rockford College	Rockford	Women
University of Chicago	Chicago	Coed
University of Illinois	Urbana	Coed
Wheaton College	Wheaton	Coed

INDIANA

Butler College	Indianapolis	Coed
De Pauw University	Greencastle	Coed
Earlham College	Earlham	Coed
Franklin College	Franklin	Coed
Hanover College	Hanover	Coed
Indiana State Normal School	Terre Haute	Coed
Indiana University	Bloomington	Coed
Purdue University	La Fayette	Coed
Rose Polytechnic Institute	Terre Haute	Men
St. Mary of the Woods	Terre Haute	Women
University of Notre Dame	Notre Dame	Men
Wabash College	Crawfordsville	Men

IOWA

Coe College	Cedar Rapids	Coed
Cornell College	Mount Vernon	Coed
Drake University	Des Moines	Coed
Dubuque College	Dubuque	Men
Grinnell College	Grinnell	Coed
Iowa State College of Agricultural and Mechanical Arts	Ames	Coed

Iowa State Teachers' College	Cedar Falls	Coed
Iowa Wesleyan College	Mt. Pleasant	Coed
Luther College	Decorah	Men
Morningside College	Sioux City	Coed
Parsons College	Fairfield	Coed
Penn College	Oskaloosa	Coed
Simpson College	Indianola	Coed
State University of Iowa	Iowa City	Coed
Upper Iowa University	Fayette	Coed
Union College of Iowa	Des Moines	Men

KANSAS

Baker University	Baldwin	Coed
Bethany College	Lindsborg	Coed
College of Emporia	Emporia	Coed
Fairmount College	Wichita	Coed
Friends University	Wichita	Coed
Kansas State Agricultural College	Manhattan	Coed
Midland College	Atchison	Coed
Ottawa University	Ottawa	Coed
Southwestern College	Winfield	Coed
University of Kansas	Lawrence	Coed
Washburn College	Topeka	Coed

KENTUCKY

Central University of Kentucky	Danville	Men
Georgetown College	Georgetown	Coed
Transylvania College	Lexington	Coed
University of Louisville	Louisville	Coed
University of Kentucky	Lexington	Coed

LOUISIANA

Louisiana State University	Baton Rouge	Coed
Tulane University of Louisiana	New Orleans	Men
Sophie Newcomb College for Women	New Orleans	Women

MAINE

Bates College	Lewiston	Coed
Bowdoin College	Brunswick	Men
Colby College	Waterville	Coed
University of Maine	Orono	Coed

MARYLAND

Goucher College	Baltimore	Women
Johns Hopkins University	Baltimore	Coed
Loyola College	Baltimore	Men

Maryland State College	College Park	Men
Mt. St. Mary's College	Emmitsburg	Men
Rock Hill College	Ellicott City	Men
St. John's College	Annapolis	Men
Washington College	Chestertown	Coed
Western Maryland College	Westminster	Coed

MASSACHUSETTS

Amherst College	Amherst	Men
Boston College	Boston	Men
Boston University	Boston	Coed
Clark College	Worcester	Men
Clark University	Worcester	Men
Harvard University	Cambridge	Men
Holy Cross College	Worcester	Men
Massachusetts Agricultural College	Amherst	Coed
Massachusetts Institute of Technology	Cambridge	Coed
Mount Holyoke College	South Hadley	Women
Radcliffe College	Cambridge	Women
Smith College	Northampton	Women
Tufts College	Tufts College	Coed
Wellesley College	Wellesley	Women
Williams College	Williamstown	Men
Worcester Polytechnic Institute	Worcester	Men

MICHIGAN

Adrian College	Adrian	Coed
Albion College	Albion	Coed
Alma College	Alma	Coed
Hillsdale College	Hillsdale	Coed
Hope College	Holland	Coed
Kalamazoo College	Kalamazoo	Coed
Michigan Agricultural College	East Lansing	Coed
Michigan College of Mines	Houghton	Men
Olivet College	Olivet	Coed
University of Detroit	Detroit	Men
University of Michigan	Ann Arbor	Coed

MINNESOTA

Carleton College	Northfield	Coed
College of St. Catherine	St. Paul	Women
College of St. Teresa	Winona	Women
College of St. Thomas	St. Paul	Men
Gustavus Adolphus College	St. Peter	Coed
Hamline University	St. Paul	Coed

Macalester College	St. Paul	Coed
St. Olaf College	Northfield	Coed
University of Minnesota	Minneapolis	Coed

MISSISSIPPI

Millsaps College	Jackson	Coed
University of Mississippi	University	Coed

MISSOURI

Central College	Fayette	Coed
Drury College	Springfield	Coed
Missouri Valley College	Marshall	Coed
Missouri Wesleyan College	Cameron	Coed
Park College	Parkville	Coed
St. Louis University	St. Louis	Men
Tarkio College	Tarkio	Coed
University of Missouri	Columbia	Coed
Washington University	St. Louis	Coed
Westminster College	Fulton	Men
William Jewell College	Liberty	Men

MONTANA

Montana State College of Agriculture and Mechanic Arts	Bozeman	Coed
University of Montana	Missoula	Coed

NEBRASKA

Bellevue College	Bellevue	Coed
Cotner University	Bethany	Coed
Creighton University	Omaha	Men
Doane University	Crete	Coed
Grand Island College	Grand Island	Coed
Hastings College	Hastings	Coed
Nebraska Wesleyan University	University Place	Coed
Union College	College View	Coed
University of Nebraska	Lincoln	Coed
University of Omaha	Omaha	Coed
York College	York	Coed

NEVADA

University of Nevada	Reno	Coed
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NEW HAMPSHIRE

Dartmouth College	Hanover	Men
New Hampshire College of Agricultural and Mechanic Arts	Durham	Coed

NEW JERSEY

College of St. Elizabeth	Convent Station	Women
Princeton University	Princeton	Men
Rutgers College	New Brunswick	Men
Stevens Institute of Technology	Hoboken	Men

NEW MEXICO

New Mexico College of Agriculture and Mechanic Arts	State College	Coed
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NEW YORK

Adelphi College	Brooklyn	Coed
Alfred University	Alfred	Coed
Barnard College	New York City	Women
Brooklyn Polytechnic Institute	Brooklyn	Men
Canisius College	Buffalo	Men
Cathedral College	New York City	Men
Clarkson School of Technology	Potsdam	Men
Colgate University	Hamilton	Men
College of the City of New York	New York City	Men
Columbia University	New York City	Coed
Cornell University	Ithaca	Coed
D'Youville College	Buffalo	Women
Elmira College	Elmira	Women
Fordham University	Fordham	Men
Hamilton College	Clinton	Men
Hobart College	Geneva	Coed
Hunter College	New York City	Women
Manhattan College	New York City	Men
New York State Teachers' College	Albany	Coed
New York University	New York City	Coed
Niagara University	Niagara	Men
Rensselaer Polytechnic Institute	Troy	Men
St. Francis Xavier College	Brooklyn	Men
St. John's College	Brooklyn	Men
St. Lawrence University	Canton	Coed
St. Stephen's College	Annandale	Men
Syracuse University	Syracuse	Coed
Union University	Schenectady	Men
University of Rochester	Rochester	Coed
Vassar College	Poughkeepsie	Women
Wells College	Aurora	Women

NORTH CAROLINA

Davidson College	Davidson	Men
Trinity College	Durham	Coed

University of North Carolina	Chapel Hill	Coed
Wake Forest College	Wake Forest	Men

NORTH DAKOTA

North Dakota Agricultural College	Agricultural College	Coed
Fargo College	Fargo	Coed
Jamestown College	Jamestown	Coed
University of North Dakota	University	Coed

OHIO

Baldwin Wallace College	Berea	Coed
Case School of Applied Science	Cleveland	Men
College of Wooster	Wooster	Coed
Defiance College	Defiance	Coed
Dennison University	Granville	Coed
Heidelberg University	Tiffin	Coed
Hiram College	Hiram	Coed
Kenyon College	Gambier	Men
Lake Erie College	Painesville	Women
Marietta College	Marietta	Coed
Miami University	Oxford	Coed
Municipal University of Akron	Akron	Coed
Mt. Union College	Alliance	Coed
Muskingum College	New Concord	Coed
Oberlin College	Oberlin	Coed
Ohio State University	Columbus	Coed
Ohio University	Athens	Coed
Ohio Wesleyan University	Delaware	Coed
Otterbein University	Westerville	Coed
University of Cincinnati	Cincinnati	Coed
Western College for Women	Oxford	Women
Western Reserve University	Cleveland	Coed
Wittenberg College	Springfield	Coed

OKLAHOMA

Oklahoma Agricultural and Mechanical College	Stillwater	Coed
Oklahoma College for Women	Chickasha	Women
University of Oklahoma	Norman	Coed

OREGON

Pacific University	Forrest Grove	Coed
Reed College	Portland	Coed
University of Oregon	Eugene	Coed
Willamette University	Salem	Coed

PENNSYLVANIA

Allegheny College	Meadville	Coed
Bryn Mawr College	Bryn Mawr	Women
Bucknell University	Lewisburg	Coed
Dickinson College	Carlisle	Coed
Franklin and Marshall College	Lancaster	Men
Haverford College	Haverford	Men
Lafayette College	Easton	Men
Lebanon Valley College	Annville	Coed
Muhlenburg College	Allentown	Men
Lehigh University	South Bethlehem	Men
Pennsylvania College	Gettysburg	Coed
Pennsylvania State College	State College	Coed
Susquehanna University	Selinsgrove	Coed
Swarthmore College	Swarthmore	Coed
Temple University	Philadelphia	Coed
University of Pennsylvania	Philadelphia	Coed
University of Pittsburgh	Pittsburgh	Coed
Ursinus College	Collegeville	Coed
Washington and Jefferson College	Washington	Men
Wilson College	Chambersburg	Women

RHODE ISLAND

Brown University	Providence	Coed
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SOUTH CAROLINA

College of Charleston	Charleston	Men
Converse College	Spartanburg	Women
University of South Carolina	Columbia	Coed
Wofford College	Spartanburg	Men

SOUTH DAKOTA

Dakota Wesleyan University	Mitchell	Coed
Huron College	Huron	Coed
South Dakota College of Agriculture and Mechanic Arts	Brookings	Coed
University of South Dakota	Vermilion	Coed
Yankton College	Yankton	Coed

TENNESSEE

George Peabody College for Teachers	Nashville	Coed
Maryville College	Maryville	Coed
Southwestern Presbyterian University	Clarksville	Men
University of Chattanooga	Chattanooga	Coed
University of Tennessee	Knoxville	Coed
University of the South	Sewanee	Men
Vanderbilt University	Nashville	Coed

TEXAS

Baylor University	Waco	Coed
Southwestern University	Georgetown	Coed
Rice Institute	Houston	Coed
Trinity University	Waxahachie	Coed
University of Texas	Austin	Coed

UTAH

University of Utah	Salt Lake City	Coed
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VERMONT

Middlebury College	Middlebury	Coed
University of Vermont	Burlington	Coed

VIRGINIA

College of William and Mary	Williamsburg	Men
Emory and Henry College	Emory	Coed
Hampden-Sidney College	Hampden-Sidney	Men
Randolph-Macon College	Ashland	Men
Randolph-Macon Woman's College	Lynchburg	Women
Richmond College	Richmond	Coed
Roanoke College	Salem	Men
University of Virginia	Charlottesville	Coed
Washington and Lee University	Lexington	Men

WASHINGTON

State College of Washington	Pullman	Coed
University of Washington	Seattle	Coed
Whitman College	Walla Walla	Coed

WEST VIRGINIA

West Virginia University	Morgantown	Coed
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WISCONSIN

Beloit College	Beloit	Coed
Carroll College	Waukesha	Coed
Lawrence College	Appleton	Coed
Marquette University	Milwaukee	Men
Milton College	Milton	Coed
Milwaukee-Dowder College	Milwaukee	Women
Northwestern College	Watertown	Men
Ripon College	Ripon	Coed
St. Clara College	Sinsinawa	Women
University of Wisconsin	Madison	Coed

WYOMING

University of Wyoming	Laramie	Coed
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CHAPTER III

POST-GRADUATE EDUCATION

THE GRADUATE SCHOOL

The cap-stone of the American University is the graduate school of arts and sciences, more often called the graduate faculty, or the faculty of philosophy. It admits as students only those who hold a Bachelor's degree from a college of recognized standing and offers courses leading to the Master's degrees (A.M., M.S., M.Ped., etc.) and the Doctor's degrees (Ph.D., Sc.D.).

No definite practice has yet been established for the admission of foreign students to graduate standing. The subject is, however, being considered by special committees representing the Institute of International Education, the American University Union in Europe, and the American Council on Education. Two of these have already made recommendations with the approval of the leading graduate schools in the country, on the admission of students from France and the British Empire. It should be noted that admission to graduate standing does not imply the granting of a degree within any definite period. The recommendations on the admission of French and British students are as follows:

RECOMMENDATIONS CONCERNING THE ADMISSION OF HOLDERS OF DEGREES FROM FRENCH INSTITUTIONS

1. That the French "licence" be accepted as the equivalent of the American M.A. degree.
2. That the holders of the Baccalaureate who produce evidence of having done one year of graduate study in a French university be admitted to graduate standing.
3. That holders of the Baccalaureate be admitted for one year as "unclassified students" and if they prove their fitness, be then admitted to graduate standing.

4. With regard to engineering, medical and other professional degrees, no recommendation is made, as each case must be dealt with on a comparison of the studies required with those already taken. The Office National des Universités et Ecole Françaises, 1834 Broadway, New York City, holds itself in readiness, however, to offer information promptly in case of difficulty.

RECOMMENDATIONS CONCERNING THE ADMISSION OF HOLDERS OF DEGREES FROM BRITISH INSTITUTIONS

1. That students or graduates of Canadian institutions who are candidates for admission to undergraduate or graduate standing at colleges and universities in the United States be classified for purposes of admission as if they had studied at American higher institutions.

2. That holders of the Bachelor's degree from universities in England, Wales, and Ireland and holders of the Master's degree from universities in Scotland (the M.A. is the first degree at Scottish universities) be admitted to graduate registration in American universities, the status of each individual with reference to candidacy for a higher degree to be determined by the merits of his case.

3. That holders of the Bachelor's degree from universities in Australia, New Zealand, and South Africa and from government universities in India be admitted to graduate registration in American universities, the status of each individual with reference to candidacy for a higher degree to be determined by the merits of his case.

4. That administrative officers should note that many holders of the Bachelor's degree from institutions mentioned in paragraphs 2 and 3 may need to spend at least two years in preparation for the Master's degree at an American university. But men who have graduated with high honors from one of the institutions noted in paragraphs 2 and 3 will ordinarily proceed to the Master's degree at an American institution in the minimum period.

It is expected that other Committees representing the same organizations will make recommendations of a similar character for students from other countries. These proposals, however, will not absolve a foreign student

from the necessity of bringing detailed official records, translated into English, of their previous education as well as diplomas and certificates obtained.

Almost all the American graduate schools have been developed within the last generation. Nevertheless the progress achieved by many of them has been unparalleled by any other university department. Students from abroad will find opportunities for graduate study and investigation in the leading American universities that compare most favorably with any European university.

The Master's degree is usually awarded to students who have pursued post graduate studies for at least one academic year devoted, as a rule, to not more than three studies, one of which, the major subject, receives the claims of the greater part of the student's time and interest. The requirements may include the writing of a thesis approved by the appropriate department.

The Doctor's degree is awarded to students who have pursued post graduate courses for usually three years and who have satisfied their particular departments of their mastery of a special subject, and of general acquaintance with the broader field of knowledge of which their subject forms a part. This mastery is demonstrated, not only by oral and written examination, but by a thesis or dissertation in addition, embodying the results of original investigation and research on some topic previously approved by the professor in charge of the major subject. Some universities require the publication of the dissertation.

CHAPTER IV

PROFESSIONAL EDUCATION

THE COLLEGE OF AGRICULTURE

The typical school or college of agriculture offers to graduates of accredited high schools, or equivalent secondary schools, a four-year course in agriculture leading to the degree of Bachelor of Science. Most of the colleges of agriculture also offer opportunities for postgraduate work leading to the degree of Master of Science or Master of Science in Agriculture, and to the degree Doctor of Philosophy.

While many universities undertake to give instruction in medicine, engineering, law and the other professions, agriculture is practically the only one which finds a place in every state university and land-grant college. In the Morrill, or Land-Grant Act of 1862, the United States Congress made grants of public lands to the states, based on their respective representation in Congress, the proceeds from the sale of which should constitute a perpetual fund, the income from which should be devoted "to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical subjects, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts."

In many of the states this land-grant became the basis for the establishment of a state university. By a series of subsequent acts the federal government has further endowed these land-grant colleges, both for resident teaching and also for the establishment and maintenance

of agricultural experiment stations in connection therewith and for the creation of a far-reaching system for extension and non-resident teaching. Under the state and federal acts the state universities and land-grant colleges are therefore required to do three kinds of work: resident teaching, agricultural research, and agricultural extension.

The colleges of agriculture now embrace a wide range of specialized departments of instruction, such as animal husbandry, poultry husbandry, agricultural chemistry, dairy industry, agricultural economics, farm management, entomology, farm crops, vegetable crops, floriculture, forestry, pomology or fruit growing, landscape gardening, meteorology, plant breeding, plant pathology, soil technology, rural education, rural sociology, rural engineering, and home economics. Many of them also include the basic sciences on which agriculture rests.

The typical course of instruction includes fundamental sciences, language, economics, mathematics, together with technical instruction in agriculture and practical work in laboratories, shops, greenhouses, barns, and farms.

COLLEGES AND SCHOOLS OF AGRICULTURE

The following list of schools and colleges of agriculture is taken from the Educational Directory, 1919-20, issued by the Department of the Interior, Bureau of Education, Washington, D. C.

ALABAMA

Alabama Polytechnic Institute	Auburn
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ARIZONA

University of Arizona	Tucson
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ARKANSAS

University of Arkansas	Fayetteville
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CALIFORNIA		
University of California		Berkeley
COLORADO		
Colorado Agricultural College		Fort Collins
CONNECTICUT		
Connecticut Agricultural College		Storrs
DELAWARE		
Delaware College		Newark
FLORIDA		
University of Florida		Gainesville
GEORGIA		
Georgia State College of Agriculture and the Mechanic Arts		Athens
IDAHO		
University of Idaho		Moscow
ILLINOIS		
University of Illinois		Urbana
INDIANA		
Purdue University		La Fayette
IOWA		
Iowa State College of Agriculture and Mechanic Arts		Ames
KANSAS		
Kansas State Agricultural College		Manhattan
KENTUCKY		
University of Kentucky		Lexington
LOUISIANA		
Louisiana State University and Agricultural and Mechanical College		Baton Rouge
MAINE		
University of Maine		Orono

MARYLAND

Maryland State College of Agriculture	College Park
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MASSACHUSETTS

Massachusetts Agricultural College	Amherst
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MICHIGAN

Michigan Agricultural College	East Lansing
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MINNESOTA

University of Minnesota	Minneapolis
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MISSISSIPPI

Mississippi Agricultural and Mechanical College	Agricultural College
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MISSOURI

University of Missouri	University
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MONTANA

Montana State College of Agriculture and Mechanic Arts	Bozeman
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NEBRASKA

University of Nebraska	Lincoln
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NEVADA

University of Nevada	Reno
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NEW HAMPSHIRE

New Hampshire College of Agriculture and Mechanic Arts	Durham
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NEW JERSEY

Rutgers College	New Brunswick
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NEW MEXICO

New Mexico College of Agriculture and Mechanic Arts	State College
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NEW YORK

New York State College of Agriculture (Cornell University)	Ithaca
Syracuse University	Syracuse

NORTH CAROLINA

North Carolina State College of Agriculture and Engineering	West Raleigh
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NORTH DAKOTA

North Dakota Agricultural College	Agricultural College
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OHIO

Ohio State University	Columbus
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OKLAHOMA

Oklahoma Agricultural and Mechanical College	Stillwater
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OREGON

Oregon Agricultural College	Corvallis
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PENNSYLVANIA

Pennsylvania State College	State College
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RHODE ISLAND

Rhode Island State College	Kingston
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SOUTH CAROLINA

Clemson Agricultural College	Clemson College
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SOUTH DAKOTA

South Dakota State College of Agriculture and Mechanic Arts	Brookings
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TENNESSEE

University of Tennessee	Knoxville
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TEXAS

Agricultural and Mechanical College of Texas	College Station
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UTAH

Agricultural College of Utah	Logan
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VERMONT

University of Vermont and State Agri- cultural College	Burlington
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VIRGINIA

Virginia Agricultural and Mechanical College and Polytechnic Institute	Blacksburg
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WASHINGTON

State College of Washington	Pullman
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WEST VIRGINIA

West Virginia University	Morgantown
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WISCONSIN

University of Wisconsin	Madison
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WYOMING

University of Wyoming	Laramie
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THE SCHOOL OF VETERINARY MEDICINE

The interdependence between animal and plant husbandry has made it necessary for several states to maintain schools of veterinary medicine. They are located in connection with the agricultural colleges in most of the states.

The schools of veterinary medicine offer to graduates of a four-year secondary school a four-year course leading to the degree of D. V. M. The New York State Veterinary College administered by Cornell University is located at Ithaca, New York. The course consists of such sciences, as animal husbandry, chemistry, botany, zoology, physiology and anatomy, with courses in animal pathology, surgery, and medicine. Clinical facilities are provided.

THE SCHOOL OF ARCHITECTURE

The minimum entrance requirement to schools of architecture is a high school education. In some cases such preliminary requirement includes a few definitely prescribed subjects. The usual length of a course leading to the degree of B.Arch. or B.S. in Arch. is four years, during which practical work during the vacation may be

required. In one instance (Columbia University), two years of college work are required for admission followed by four years of specialization in architecture; and in two cases (Harvard and University of California), college graduation is required. In combination with schools or colleges of engineering a number of schools of architecture offer courses in architectural engineering, leading to the degree of B.S. in Architectural Engineering. Graduate courses leading after one year of study to the M.A. or M.Arch., or M.S. in Arch.* are offered in many institutions.

COLLEGIATE SCHOOLS OF ARCHITECTURE

Members of the Association of the Collegiate Schools of Architecture

Carnegie Institute of Technology, Pittsburgh, Pennsylvania
Columbia University, New York
Cornell University, Ithaca, New York
Harvard University, Cambridge, Massachusetts
Massachusetts Institute of Technology, Cambridge, Massachusetts
Syracuse University, Syracuse, New York
University of California, Berkeley, California
University of Illinois, Urbana, Illinois
University of Michigan, Ann Arbor, Michigan
University of Minnesota, Minneapolis, Minnesota
University of Oregon, Eugene, Oregon
University of Pennsylvania, Philadelphia, Pennsylvania
Washington University, Seattle, Washington

THE SCHOOL OF COMMERCE

The schools of commerce, of business, or of business administration in the United States may be classified in three groups:

First—Those corresponding to the collegiate course of four years which require a complete high school education. These schools give a degree in commerce at the

*See Table of Degrees, p. 93.

completion of the four years. The course combines cultural subjects and technical business training. In this group belongs the Wharton School of the University of Pennsylvania.

Second—Schools which require two or three years of collegiate preparation followed by two years of technical and professional study. This course leads also to the degree of B.S. in Business given by Columbia University, and Amos Tuck School of Dartmouth College.

Third—The graduate school of business administration which calls for a complete college course and is thus offered only to graduates and confers a graduate degree as at Harvard University.

Somewhat different from these three types is the five-year cooperative business course offered by the University of Cincinnati, in which class study and office work are combined.

SCHOOLS OF COMMERCE

Members of the Association of Collegiate Schools of Business

CALIFORNIA

University of California, College of Commerce	Berkeley
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GEORGIA

Georgia Institute of Technology, School of Commerce	Atlanta
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ILLINOIS

University of Chicago, School of Commerce and Administration	Chicago
Northwestern University, School of Commerce	Evanston

LOUISIANA

Tulane University of Louisiana, College of Commerce and Business Administration	New Orleans
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MASSACHUSETTS

Boston University, College of Business Administration	Boston
Harvard University, Graduate School of Business Administration	Cambridge

MICHIGAN

University of Michigan, Committee on Business Administration	Ann Arbor
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MINNESOTA

University of Minnesota, School of Commerce	Minneapolis
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NEBRASKA

University of Nebraska, College of Business Administration	Lincoln
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NEW YORK

Columbia University, School of Business	New York
New York University, School of Commerce, Accounts and Finance	New York
Syracuse University, School of Business Administration	Syracuse

NEW HAMPSHIRE

Dartmouth College, Amos Tuck School of Business Administration	Hanover
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OHIO

Ohio State University, College of Commerce	Columbus
University of Cincinnati, College of Engineering and Commerce	Cincinnati

PENNSYLVANIA

University of Pennsylvania, Wharton School of Commerce and Finance	Philadelphia
University of Pittsburgh, School of Economics	Pittsburgh

TEXAS

University of Texas, School of Business Administration	Austin
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WISCONSIN

University of Wisconsin, Course in Commerce	Madison
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THE SCHOOL OF DENTISTRY

The course in dentistry is four years in duration and is open in a majority of dental colleges to graduates of accredited high schools and leads to the degree of D.D.S. Two schools confer the degree D.M.D.

Beginning the 1921-1922 year, a goodly number of the leading schools will require one year of collegiate training for entrance. Columbia University requires two years of preliminary collegiate work and the first two years of the dental course are very largely devoted to the study of elementary biologic subjects with the medical students, upon completion of which is conferred the degree, B.S. in Dentistry. The third and fourth years are given to strictly dental training and lead to the degree of D.D.S. This plan is about to be followed by several other university dental schools.

There are no less than forty-eight schools of dentistry in connection with universities and colleges. American schools of dentistry are mostly well equipped and offer unexcelled facilities for clinical work and study. American practitioners of dentistry enjoy world-wide reputation.

There is a growing tendency on the part of states and universities to regard dentistry as a specialized branch of medical science.

SCHOOLS OF DENTISTRY

CALIFORNIA

University of Southern California, College of Dentistry	Los Angeles
College of Physicians and Surgeons, Department of Dentistry	San Francisco
University of California, College of Dentistry	San Francisco

COLORADO

Colorado College of Dental Surgery, University of Denver	Denver
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DISTRICT OF COLUMBIA

George Washington University, Department of Dentistry	Washington
Howard University, Dental College	Washington

GEORGIA

Atlanta Dental College	Atlanta
Southern Dental College	Atlanta

ILLINOIS

Chicago College of Dental Surgery, Valparaiso University	Chicago
Northwestern University Dental School	Chicago
University of Illinois, College of Dentistry	Chicago

INDIANA

Indiana Dental College, University of Indiana	Indianapolis
Valparaiso University, College of Dentistry	Valparaiso

IOWA

State University of Iowa, College of Dentistry	Iowa City
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KENTUCKY

University of Louisville, College of Dentistry	Louisville
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LOUISIANA

Loyola School of Dentistry, Loyola University	New Orleans
Tulane University of Louisiana, School of Dentistry	New Orleans

MARYLAND

Baltimore College of Dental Surgery	Baltimore
University of Maryland, Dental Department	Baltimore

MASSACHUSETTS

Harvard University, Dental School	Boston
Tufts College, Dental School	Boston

MICHIGAN

University of Michigan, College of Dental Surgery	Ann Arbor
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MINNESOTA

University of Minnesota, College of Dentistry	Minneapolis
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MISSOURI

Kansas City Western Dental College	Kansas City
St. Louis University, School of Dentistry	St. Louis
Washington University, School of Dentistry	St. Louis

NEBRASKA

University of Nebraska, College of Dentistry	Lincoln
Creighton University, College of Dentistry	Omaha

NEW JERSEY

College of Jersey City, Department of Dentistry	Jersey City
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NEW YORK

University of Buffalo, College of Dentistry	Buffalo
College of Dental and Oral Surgery of New York	New York City
Columbia University, Dental Department	New York City
New York College of Dentistry	New York City

OHIO

Cincinnati College of Dental Surgery	Cincinnati
Ohio College of Dental Surgery	Cincinnati
Western Reserve University, Dental School	Cleveland
Ohio State University, College of Dentistry	Columbus

OREGON

North Pacific College of Dentistry	Portland
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PENNSYLVANIA

Temple University, School of Dentistry	Philadelphia
Thomas W. Evans Museum and Dental Institute	
School of Dentistry, University of Pennsylvania	Philadelphia
University of Pittsburgh, School of Dentistry	Pittsburgh

TENNESSEE

College of Dentistry, University of Tennessee	Memphis
Vanderbilt University, Dental Department	Nashville
Meharry Dental College	Nashville

TEXAS

College of Dentistry, Baylor University	Dallas
Texas Dental College	Houston

VIRGINIA

School of Dentistry, Medical College of Virginia	Richmond
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WISCONSIN

Marquette University, Dental Department	Milwaukee
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THE SCHOOL OF EDUCATION

The school of education is comparatively new and is distinctly American, whereas the normal school is European in origin. The general aim of the School of Education is to prepare prospective high school teachers, school principles, and superintendents. In some universities it is a distinct school offering a four-years' course

leading to a Bachelor's degree. Frequently there is merely offered a two-years' course, superimposed on the Sophomore year, leading to the degree. Occasionally it is a department of the university, recommended as any other department, for the degree.

For high school graduates the normal school course covers two or three years. Most states maintain normal schools for the training of teachers for the elementary schools.

Good schools of education provide opportunities for observation and for the practice of teaching. In the professional part of their curricula they offer instruction in such subjects as history of education, principles of education, methods of teaching, educational psychology, educational sociology, educational administration, and the various aspects of secondary, elementary, and kindergarten education.

There is a growing tendency for the school of education to relegate to the collegiate department that part of its curriculum which is cultural, and thus to stand on a graduate basis. Graduate courses in education leading to the degrees of M.A. and Ph.D. are now offered by the graduate departments of many universities, especially by the state universities. Among the foremost specialized schools of education are Teachers College, Columbia University, and the Schools of Education of the University of Chicago, Harvard University, and Yale University, the last two having been organized but recently.

THE SCHOOL OF ENGINEERING

The school of applied science or engineering offers to graduates of secondary schools a four-year course leading to the degree of B.S. in civil, mechanical, mining, metallurgical, electrical, hydraulic, architectural, chemical or sanitary engineering. Though most universities

require only a high school certificate, some universities require graduation from a scientific school in good standing for admission. Columbia University has adopted a combined six-year course of college and professional work. In certain institutions, separate schools are maintained for mining, mechanical, electrical, and other forms of engineering and sometimes a five or six-year course is offered. In these cases the degree conferred is usually E.E., M.E., C.E., or A.E.

The work in these schools, being mainly professional, tends to be more prescribed than elective. It is more practical or concrete than purely academic work; a great part being carried on in laboratories and machine shops belonging to the universities, and with supplementary work in the factories or industrial organizations of the city. The so-called cooperative course in engineering by which a student attends classes for two weeks and works in a shop for an equivalent period of time alternately, was first instituted in the University of Cincinnati. Many other schools, such as the Georgia School of Technology, have since followed the lead. Such a course usually covers five years.

In recent years several universities have begun to offer graduate work in engineering science, leading to the degrees of M.S., Ph.D., and Sc.D. The conditions are practically the same as those prevailing in the graduate school of arts and sciences.

ENGINEERING SCHOOLS

The following list is a complete one of the colleges and schools of engineering and is taken from the Educational Directory, 1919-20, issued by the Department of the Interior, Bureau of Education, Washington, D.C.:

ALABAMA

Alabama Polytechnic Institute
University of Alabama

Auburn
University

ARIZONA

University of Arizona	Tucson
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ARKANSAS

University of Arkansas	Fayetteville
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CALIFORNIA

University of California	Berkeley
University of Southern California	Los Angeles
Throop College of Technology	Pasadena
University of Santa Clara	Santa Clara
Leland Stanford Junior University	Stanford University

COLORADO

University of Colorado	Boulder
Colorado College	Colorado Springs
Colorado Agricultural College	Fort Collins
State School of Mines	Golden

CONNECTICUT

Sheffield Scientific School (Yale University)	New Haven
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DELAWARE

Delaware College	Newark
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DISTRICT OF COLUMBIA

Catholic University of America	Washington
George Washington University	Washington
Howard University	Washington

FLORIDA

University of Florida	Gainesville
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GEORGIA

University of Georgia	Athens
Georgia School of Technology	Atlanta

IDAHO

University of Idaho	Moscow
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ILLINOIS

Armour Institute of Technology	Chicago
Lewis Institute	Chicago
Northwestern University	Evanston
University of Illinois	Urbana

INDIANA

Purdue University	La Fayette
University of Notre Dame	Notre Dame
Rose Polytechnic Institute	Terre Haute
Valparaiso University	Valparaiso

IOWA

Iowa State College of Agriculture and Mechanic Arts	Iowa City
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KANSAS

University of Kansas	Lawrence
Kansas State Agricultural College	Manhattan

KENTUCKY

University of Kentucky	Lexington
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LOUISIANA

Louisiana State University and Agricultural and Mechanical College	Baton Rouge
Tulane University of Louisiana	New Orleans

MAINE

University of Maine	Orono
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MARYLAND

Johns Hopkins University	Baltimore
Maryland State College of Agriculture	College Park

MASSACHUSETTS

Harvard University	Cambridge
Massachusetts Institute of Technology	Cambridge
Lowell Textile School	Lowell
Tufts College	Tufts College
Worcester Polytechnic Institute	Worcester

MICHIGAN

University of Michigan	Ann Arbor
University of Detroit	Detroit
Michigan Agricultural College	East Lansing
Michigan College of Mines	Houghton

MINNESOTA

University of Minnesota	Minneapolis
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MISSISSIPPI

Mississippi Agricultural and Mechanical College	Agricultural College
University of Mississippi	University

MISSOURI

University of Missouri	Columbia
Washington University	St. Louis

MONTANA

Montana College of Agriculture and Mechanical Arts	Bozeman
Montana State School of Mines	Butte

NEBRASKA

University of Nebraska	Lincoln
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NEVADA

University of Nevada	Reno
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NEW HAMPSHIRE

New Hampshire College of Agriculture and Mechanics Arts	Durham
Dartmouth College	Hanover

NEW JERSEY

Stevens Institute of Technology	Hoboken
Rutgers College	New Brunswick
Princeton University	Princeton

NEW MEXICO

New Mexico School of Mines	Socorro
University of New Mexico	Albuquerque
New Mexico College of Agriculture and Mechanic Arts	State College

NEW YORK

Polytechnic Institute of Brooklyn	Brooklyn
Cornell University	Ithaca
College of the City of New York	New York City
Columbia University	New York City
Manhattan College	New York City
New York University	New York City
Clarkson College of Technology	Potsdam
University of Rochester	Rochester
Union College	Schenectady
Syracuse University	Syracuse
Rensselaer Polytechnic Institute	Troy

NORTH CAROLINA

University of North Carolina	Chapel Hill
North Carolina State College of Agriculture and Engineering	West Raleigh

NORTH DAKOTA

North Dakota Agricultural College	Agricultural College
University of North Dakota	University

OHIO

Ohio Northern University	Ada .
Municipal University of Akron	Akron
University of Cincinnati	Cincinnati
Case School of Applied Science	Cleveland
Ohio State University	Columbus
St. Mary College	Dayton

OKLAHOMA

University of Oklahoma	Norman
Oklahoma Agricultural and Mechanical College	Stillwater

OREGON

Oregon State Agricultural College	Corvallis
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PENNSYLVANIA

Pennsylvania Military College	Chester
Lafayette College	Easton
Pennsylvania College	Gettysburg
Bucknell University	Lewisburg
Drexel Institute	Philadelphia
University of Pennsylvania	Philadelphia
Carnegie Institute of Technology	Pittsburgh
University of Pittsburgh	Pittsburgh
Lehigh University	South Bethlehem
Pennsylvania State College	State College
Swarthmore College	Swarthmore
Villanova College	Villanova

RHODE ISLAND

Rhode Island State College	State College
Brown University	Providence

SOUTH CAROLINA

The Citadel, The Military College of South Carolina	Charleston
Clemson Agricultural College	Clemson College
University of South Carolina	Columbia

SOUTH DAKOTA

South Dakota State College of Agriculture and Mechanic Arts	Brookings
South Dakota State School of Mines	Rapid City
University of South Dakota	Vermillion

TENNESSEE

University of Tennessee	Knoxville
Vanderbilt University	Nashville

TEXAS

University of Texas	Austin
Agricultural and Mechanical College of Texas	College Station
Rice Institute	Houston

UTAH

University of Utah	Salt Lake City
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VERMONT

University of Vermont and State Agricultural College	Burlington
Norwich University	Northfield

VIRGINIA

Virginia Agricultural and Mechanical College and Polytechnic Institute	Blacksburg
University of Virginia	Charlottesville
Virginia Military Institute	Lexington
Washington and Lee University	Lexington

WASHINGTON

State College of Washington	Pullman
University of Washington	Seattle

WEST VIRGINIA

West Virginia University	Morgantown
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WISCONSIN

University of Wisconsin	Madison
Marquette University	Milwaukee

WYOMING

University of Wyoming	Laramie
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SCHOOLS OF FORESTRY

American schools that offer courses in forestry leading to a degree may be divided into those that offer a four-year undergraduate course leading to the degree of bachelor of science in forestry, and those that offer the degree of master of forestry for two or three years of technical training based upon three or four years of undergraduate collegiate work leading to the degree of bachelor of science, bachelor of arts, or bachelor of philosophy.

Men from foreign countries that come to America to study forestry, if they desire to enter an undergraduate school should come here after the completion of their high school course or its equivalent. In this case a considerable proportion of the work required is in pre-forestry subjects which include mathematics, language, science (botany, zoology, geology, chemistry, physics), mechanical drawing and economics as well as other general cultural subjects. As a rule less than one-half the work is in technical forestry. On the other hand men who come here to study forestry after the completion of three or four years of collegiate work or its equivalent in their own country can immediately take up their technical training to the exclusion of other subjects provided they have completed in their undergraduate work the pre-forestry subjects mentioned above. They can become candidates for the degree of Master of Forestry given after two years of technical studies provided they have previously completed the essential pre-forestry subjects and have had a minimum of three years of undergraduate collegiate training. Men who come with a baccalaureate degree but without the essential pre-forestry training should expect to remain for three years in order to complete the prescribed work for the Master's degree.

As a specific illustration, if a man should come here for training in forestry he can enter any of the better grade of American schools as a candidate for the Master's degree in a minimum of two or three years if he already holds a baccalaureate degree from a recognized institution in his own country. The degree is attainable in two years if he has covered all the essential pre-forestry subjects in his undergraduate course and in three years or possibly a little less if he has not. If he comes here without collegiate training he should not expect to receive the degree of Master of Forestry under a minimum of five years of collegiate work. If he comes without a baccalaureate degree from a recognized college but with one or two years of collegiate work the time required will be proportionately shortened.

THE SCHOOL OF JOURNALISM

Only a few universities include in their organization schools of journalism, most of which are also recent additions. The course ordinarily covers four years and is open to graduates of secondary schools. The degree conferred is B.Litt or B.J. The first two years are mainly devoted to social sciences and English, planned to familiarize the student with present social and economic conditions and to help him in the use of self-expression; and the last two years to such courses as reporting, interviewing, editorial writing, feature writing, and international relations. Columbia maintains one of the best equipped, and the University of Missouri, one of the oldest schools of journalism in the country.

SCHOOLS OF JOURNALISM

Columbia University, New York City

Joseph Medill School, Northwestern University, Evanston and
Chicago, Illinois

New York University, New York City

Ohio State University, Columbus, Ohio
University of Indiana, Bloomington, Indiana
University of Kansas, Lawrence, Kansas
University of Montana, Bozeman, Montana
University of Missouri, Columbia, Missouri
University of Oregon, Eugene, Oregon
University of Texas, Austin, Texas
University of Washington, Seattle, Washington
University of Wisconsin, Madison, Wisconsin

THE SCHOOL OF LAW

The standards of legal education vary considerably in the numerous law schools of the country in respect to the admission requirements and length of course. Most law schools require a high school education, a few even less for admission; others require from one to three years of college study. In some, full-time courses are offered during the day, others offer part-time courses, and still others give courses at such times that they can be attended by students regularly employed in other occupations. The highest requirements for admission to a law school are the completion of a college course, but here arrangements are made so that a student may complete both the college course and the law course in six years and obtain the A.B. and LL.B. degrees. In the best law schools there are offered courses in Roman law, European civil law, jurisprudence, international law, and public law courses in general. The foreign student will be especially interested, in addition to the usual courses, in the method of instruction peculiar to American law schools known as the "Case Method." Opportunities are offered in a few schools for advanced study in law leading to the LL.M. and the Jur.D.

There are in all one hundred and forty-two schools of law of different grades, some independent institutions, some attached to colleges and universities. The list appended gives those institutions only which are members

of the Association of American Law Schools. To be admitted to this Association a law school must admit only students who have completed a four-year high school course, must keep satisfactory student records, must have a good library, and at least three instructors giving substantially all their time to teaching, and must offer a three-years' course leading to a degree granted on the basis of examinations:

SCHOOLS OF LAW

Members of the Association of American Law Schools

CALIFORNIA

University of California, School of Jurisprudence	Berkeley
University of Southern California, College of Law	Los Angeles
Hastings College of Law	San Francisco
Leland Stanford Junior University, The Law School	Stanford University

COLORADO

University of Colorado, School of Law	Boulder
University of Denver, School of Law	Denver

CONNECTICUT

Yale University, School of Law	New Haven
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DISTRICT OF COLUMBIA

George Washington University, Law School	Washington
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FLORIDA

University of Florida, College of Law	Gainesville
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GEORGIA

Emory University, The Lamar School of Law	Atlanta
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IDAHO

University of Idaho, College of Law	Moscow
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ILLINOIS

Northwestern University, School of Law	Chicago
University of Chicago, The Law School	Chicago
University of Illinois, College of Law	Urbana

INDIANA

Indiana University, School of Law	Bloomington
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IOWA

Drake University, The College of Law	Des Moines
State University of Iowa, College of Law	Iowa City

KANSAS

University of Kansas, School of Law	Lawrence
Washburn College, School of Law	Topeka

KENTUCKY

University of Kentucky, College of Law	Lexington
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LOUISIANA

The Tulane University of Louisiana, College of Law	New Orleans
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MASSACHUSETTS

Boston University, The School of Law	Boston
Harvard University, Law School	Cambridge

MICHIGAN

University of Michigan, Law School	Ann Arbor
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MINNESOTA

University of Minnesota, The Law School	Minneapolis
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MISSOURI

University of Missouri, School of Law	Columbia
Washington University, The School of Law	St. Louis

MONTANA

University of Montana, The School of Law	Missoula
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NEBRASKA

The University of Nebraska, The College of Law	Lincoln
Creighton University, College of Law	Omaha

NEW YORK

Cornell University, College of Law	Ithaca
Columbia University, School of Law	New York
Syracuse University, College of Law	Syracuse

NORTH CAROLINA

University of North Carolina, The School of Law	Chapel Hill
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NORTH DAKOTA

The University of North Dakota, School of Law	Grand Forks
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OHIO

University of Cincinnati, College of Law	Cincinnati
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Western Reserve University, Franklin Thomas Backus Law School	Cleveland
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The Ohio State University, College of Law	Columbus
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OKLAHOMA

The University of Oklahoma, The School of Law	Norman
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OREGON

University of Oregon, The Law School	Eugene
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PENNSYLVANIA

Dickinson College, The Dickinson School of Law	Carlisle
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University of Pennsylvania, The Law School	Philadelphia
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University of Pittsburgh, School of Law	Pittsburgh
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SOUTH DAKOTA

University of South Dakota, College of Law	Vermilion
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TENNESSEE

University of Tennessee, College of Law	Knoxville
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Vanderbilt University, The Law School	Nashville
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TEXAS

The University of Texas, School of Law	Austin
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VIRGINIA

University of Virginia, Department of Law	Charlottesville
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Washington and Lee University, School of Law	Lexington
--	-----------

WASHINGTON

University of Washington, School of Law	Seattle
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WEST VIRGINIA

West Virginia University, The College of Law	Morgantown
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WISCONSIN

The University of Wisconsin, Law School	Madison
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Marquette University, College of Law	Milwaukee
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THE SCHOOL OF MEDICINE

The best schools of medicine require for admission two years of college work after the completion of a four-year high or secondary school course and offer a four-year course leading to the degree of M.D. Not only the school authorities but the state must be satisfied that the pre-medical education of the applicant is up to standard. Upon graduation a physician can not ordinarily practice in a state without passing an examination before the licensing board.

The American medical college is usually well equipped with laboratories and has hospital facilities for first hand observation and practice. Along no other professional line of American education has more rapid and noteworthy progress been made in recent years than along medical lines. A list of the American medical colleges recognized by the American Medical Association is appended.

Upon the recommendation of the American Medical Association a number of the more progressive medical schools have in late years added a fifth year to the medical course in which the student serves as an intern in a hospital. Advanced study and research in medicine is possible in only a few colleges in this country. Post-graduate work in medicine, leading to the degree of Doctor of Public Health, is offered by California, Detroit College of Medicine and Surgery, Harvard, Johns Hopkins, Michigan, Pennsylvania, Wisconsin, Yale, and the University of New York.

A number of universities offer a combination of cultural and medical courses covering six or seven years and leading to the two degrees of B.A. (or B.S.) and M.D.*

* See Table of Degrees, p. 93.

CLASSIFIED MEDICAL SCHOOLS

The following is a list of medical colleges as classified by the American Medical Association. It is reprinted from the Journal of the American Medical Association, August 7, 1920, with modifications suggested by Dr. N. P. Colwell, Secretary, American Medical Association.

MEDICAL COLLEGES

CALIFORNIA

Leland Stanford Junior University, School of Medicine	San Francisco
University of California	San Francisco

COLORADO

University of Colorado, School of Medicine	Boulder-Denver
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CONNECTICUT

Yale University, School of Medicine	New Haven
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DISTRICT OF COLUMBIA

Georgetown University, School of Medicine	Washington
George Washington University, Medical School	Washington
Howard University, School of Medicine	Washington

GEORGIA

Emory University, School of Medicine	Atlanta
University of Georgia, Medical Department	Augusta

ILLINOIS

Loyola University, School of Medicine	Chicago
Northwestern University, Medical School	Chicago
Rush Medical College (University of Chicago)	Chicago
University of Illinois, College of Medicine	Chicago

INDIANA

Indiana University, School of Medicine	Bloomington-Indianapolis
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IOWA

State University of Iowa, College of Medicine	Iowa City
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KANSAS

University of Kansas, School of Medicine Lawrence-Rosedale

KENTUCKY

University of Louisville, Medical Department Louisville

LOUISIANA

Tulane University of Louisiana, School of
Medicine New Orleans

MARYLAND

Johns Hopkins University, Medical Depart-
ment Baltimore

University of Maryland, School of Medicine
and the College of Physicians and
Surgeons Baltimore

MASSACHUSETTS

Boston University, School of Medicine Boston
Medical School of Harvard University Boston
Tufts College, Medical School Boston

MICHIGAN

Detroit College of Medicine and Surgery Detroit
University of Michigan, Medical School Ann Arbor
University of Michigan, Homeopathic Med-
ical School Ann Arbor

MINNESOTA

University of Minnesota, Medical School Minneapolis

MISSISSIPPI

University of Mississippi Oxford

MISSOURI

St. Louis University, School of Medicine St. Louis
University of Missouri, School of Medicine Columbia
Washington University, Medical School St. Louis

NEBRASKA

John A. Creighton Medical College Omaha
University of Nebraska, College of Medicine Omaha

NEW HAMPSHIRE

Dartmouth Medical School Hanover

NEW YORK

Albany Medical College	Albany
Columbia University, College of Physicians and Surgeons	New York City
Cornell University, Medical College	New York City
Fordham University, School of Medicine	New York City
Long Island College Hospital	Brooklyn
Syracuse University, College of Medicine	Syracuse
University and Bellevue Hospital, Medical College	New York City
University of Buffalo, Department of Medicine	Buffalo

NORTH CAROLINA

University of North Carolina, School of Medicine	Chapel Hill
Wake Forest College, School of Medicine	Wake Forest

NORTH DAKOTA

University of North Dakota, School of Medicine	University
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OHIO

Ohio State University, College of Medicine	Columbus
University of Cincinnati, College of Medicine	Cincinnati
Western Reserve University, School of Medicine	Cleveland

OKLAHOMA

University of Oklahoma, School of Medicine	Oklahoma City
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OREGON

University of Oregon, Medical School	Portland
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PENNSYLVANIA

Hahnemann Medical College and Hospital	Philadelphia
Jefferson Medical College of Philadelphia	Philadelphia
University of Pennsylvania, School of Medicine	Philadelphia
University of Pittsburgh, School of Medicine	Pittsburgh
Woman's Medical College of Pennsylvania	Philadelphia

SOUTH CAROLINA

Medical College of the State of South Carolina	Charleston
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SOUTH DAKOTA

University of South Dakota, College of Medicine	Vermilion
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TENNESSEE

University of Tennessee, College of Medicine	Memphis
Vanderbilt University, Medical Department	Nashville

TEXAS

Baylor University, College of Medicine	Dallas
University of Texas, Department of Medicine	Galveston

UTAH

University of Utah, School of Medicine	Salt Lake City
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VERMONT

University of Vermont, College of Medicine	Burlington
--	------------

VIRGINIA

Medical College of Virginia	Richmond
University of Virginia, Department of Medicine	Charlottesville

WEST VIRGINIA

West Virginia University, School of Medicine	Morgantown
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WISCONSIN

Marquette University of Medicine	Milwaukee
University of Wisconsin, Medical School	Madison

THE SCHOOL OF PHARMACY

The school of pharmacy usually requires graduation from a high school for admission and sometimes two years of college work. At the end of a two-years' course in pharmacy the degree of Ph.G. is conferred. At the end of a three-year course Ph.C. is conferred, and at the end of a four-year course the degree conferred is B.S. in Phar.

In the graduate schools of some universities opportunities for further specialization in some branches of

pharmacy are not lacking; the degree of Phm.D. is conferred after a course of six years.

If the student has only two years of high school work prior to his entering the school of pharmacy, the Ph.G. degree is the only degree for which he is eligible. For all other degrees high school graduation is required.

SCHOOLS OF PHARMACY

CALIFORNIA

California College of Pharmacy	San Francisco
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ILLINOIS

School of Pharmacy, University of Illinois	Chicago
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INDIANA

School of Pharmacy, Purdue University	La Fayette
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IOWA

College of Pharmacy, State University of Iowa	Iowa City
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KANSAS

School of Pharmacy, University of Kansas	Lawrence
--	----------

MARYLAND

Department of Pharmacy, University of Maryland	Baltimore
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MASSACHUSETTS

Massachusetts College of Pharmacy	Boston
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MINNESOTA

College of Pharmacy, University of Minnesota	Minneapolis
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MICHIGAN

College of Pharmacy, University of Michigan	Ann Arbor
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MISSISSIPPI

School of Pharmacy, University of Mississippi	University P. O.
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MISSOURI

St. Louis College of Pharmacy	St. Louis
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MONTANA

School of Pharmacy, University of Montana	Missoula
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NEBRASKA

College of Pharmacy, Creighton University	Omaha
College of Pharmacy, University of Nebraska	Lincoln

NEW YORK

Albany College of Pharmacy, Union University	Albany
Buffalo College of Pharmacy, University of Buffalo	Buffalo
College of Pharmacy of City of New York	New York
College of Pharmacy, Fordham University	New York

NORTH DAKOTA

School of Pharmacy, North Dakota Agricultural College	Fargo
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OHIO

College of Pharmacy, Ohio Northern University	Ada
College of Pharmacy, Ohio State University	Columbus
School of Pharmacy, Western Reserve University	Cleveland

OKLAHOMA

School of Pharmacy, State University of Oklahoma	Norman
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OREGON

School of Pharmacy, Oregon Agricultural College	Corvallis
School of Pharmacy, North Pacific College	Portland

PENNSYLVANIA

Philadelphia College of Pharmacy	Philadelphia
Pittsburgh College of Pharmacy	Pittsburgh

SOUTH DAKOTA

South Dakota School of Pharmacy, South Dakota State College of Agriculture and Mechanic Arts	Brookings
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TENNESSEE

School of Pharmacy, University of Tennessee	Memphis
School of Pharmacy, Vanderbilt University	Nashville

TEXAS

School of Pharmacy, Baylor University	Dallas
School of Pharmacy, University of Texas	Galveston

VIRGINIA

School of Pharmacy, Medical College of Virginia	Richmond
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WASHINGTON

College of Pharmacy, University of Washington	Seattle
School of Pharmacy, State College of Washington	Pullman

WISCONSIN

Course in Pharmacy, University of Wisconsin	Madison
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THE SCHOOL OF THEOLOGY

Instruction in theology or divinity was given in certain American colleges in the seventeenth and eighteenth centuries, the oldest chair endowed for the purpose being the Hollis professorship of divinity, established in Harvard College in 1721. Early in the nineteenth century theological seminaries were established with two or more professors each, and some of these "seminaries" have developed into theological universities in all but name.

There are now nearly two hundred institutions in the United States which give instruction in theology, and in some cases the number of teachers is as high as thirty-five. Some few institutions are the theological faculties of universities; more are independent, located in the immediate neighborhood of a university, or in quiet country towns.

The better schools of theology require for entrance, graduation from a college of recognized standing (A.B., S.B., Ph.B., B.Litt., or the equivalent). In the case of foreign students they usually accept for entrance, graduation from a lycée or a gymnasium. Oriental students are sometimes allowed to offer the knowledge of their own language and literature in place of ancient or modern Western languages other than English.

The theological schools of America usually require their students to pass written examinations at the close of each term or semester. At the end of three or four years' study those who have complied with all the conditions, which vary from institution to institution, usually

receive the degree of B.D. or S.T.B. For postgraduate work some seminaries offer the S.T.M., the D.D., and now and then the Ph.D.

Certain schools of theology are under denominational control. This is the case in all Roman Catholic institutions, for instance, the Catholic University of America at Washington; it is also the case in most Presbyterian institutions (such as Princeton Theological Seminary), Methodist institutions (such as Drew Theological Seminary), and Lutheran institutions (such as the Lutheran Seminary at Mount Airy in Philadelphia). Some schools, though not under formal denominational control, are bound by creeds to teach certain theological positions, such as the Hartford Theological Seminary and the Andover Theological Seminary, affiliated with Harvard University. Some seminaries form integral parts of universities: this is the case with the Yale Divinity School, the Harvard Divinity School, and the Divinity School of the University of Chicago. Certain seminaries are independent foundations which do not require their professors to subscribe to any creed; such is the Union Theological Seminary in the City of New York which adjoins Columbia University; its teachers are drawn from six denominations and its students from more than twenty.

The tendency in the larger institutions with their numerous professors is to let the elective system, with group restrictions, prevail; and to offer instruction more specialized than can ordinarily be found in Europe. Particular emphasis is also laid on practical theology, religious education, and the preparation of university men for home and foreign missions.

For general information regarding American theological education see W. A. Brown's article "Theological Education," in Paul Monroe's *Cyclopedia of Education*, vol.

v, New York 1913, pp. 594 ff.; for facts about individual seminaries see *The New Schaff-Herzog Encyclopedia of Religious Knowledge*, vol. xi: (1911), 343-395. Each seminary will usually mail its catalogue containing information as to courses, requirements, expenses, and scholarships, free on application to its Secretary.

Some institutions offer fellowships to foreign students: thus Meadville Theological Seminary (Meadville, Pennsylvania) offers a scholarship to a member of the society of Brahma-Samaj, and Union Theological Seminary (New York) offers fellowships to Protestant men who have completed their theological studies in Scotland, England, France, Belgium, or Switzerland. Its missionary scholarships and fellowships are open to natives of missionary lands as well as to European or American missionaries.

Some American seminaries, such as Union, admit women students.

THEOLOGICAL SEMINARIES

CONNECTICUT

Hartford Seminary Foundation	Hartford
Divinity School of Yale University	New Haven

DISTRICT OF COLUMBIA

Catholic University of America, School of Sacred Sciences	Washington
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ILLINOIS

McCormick Theological Seminary	Chicago
University of Chicago Divinity School	Chicago
Garrett Biblical Institute, Northwestern University	Evanston

KENTUCKY

Southern Baptist Theological Seminary	Louisville
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MASSACHUSETTS

Boston University School of Theology	Boston
Andover Theological Seminary	Cambridge

Episcopal Theological School (Broad Church)	Cambridge
Harvard University Divinity School	Cambridge

MISSOURI

Concordia Theological Seminary	St. Louis
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NEW JERSEY

Bloomfield Theological Seminary	Bloomfield
Drew Theological Seminary	Madison
Theological Seminary of the Reformed Church in America	New Brunswick
Princeton Theological Seminary of the Presbyterian Church	Princeton

NEW YORK

General Theological Seminary of the Protestant Episcopal Church	New York
Jewish Theological Seminary of America	New York
Union Theological Seminary	New York
Rochester Theological Seminary	Rochester

PENNSYLVANIA

Lutheran Theological Seminary	Philadelphia
Theological Seminary of the Reformed Church in the United States	Lancaster

TENNESSEE

Vanderbilt University School of Religion	Nashville
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CHAPTER V

SUMMER SCHOOLS AND EXTENSION WORK

THE SUMMER SCHOOL

One of the interesting features of many prominent universities is their summer school work, covering six weeks in July and August or extending through the summer months. These schools are designed primarily to meet the needs of teachers who seek advanced instruction, with or without regard to academic degree, and students who wish to shorten the period of residence, make up deficiencies, or complete their preparation for entrance to some college or professional school.

The majority of the courses given in summer schools pertain to the undergraduate and some to the graduate departments of arts and sciences. In some cases it is possible to complete one quarter of a year's work during the summer course.

Foreign students arriving early in the summer will do well to register in a summer school of good standing, especially if they do not possess a sufficient command of the English language to enable them to follow work in the subject of their particular interest.

EXTENSION TEACHING

Extension teaching is instruction given by the regular university officers, or outside officers under the supervision and control of the university, either in or away from the university buildings, and for the benefit of those unable to attend the regular courses of instruction.

These courses are given late in the afternoon and in the evenings, and are attended by men and women from the different walks of life who can give only a part of their time to study but without reference to an academic degree, and by those who look forward to qualifying themselves to obtain academic recognition in the future.

CHAPTER VI

WOMEN'S COLLEGES

Higher education for women began with the founding of Mount Holyoke Seminary (now Mount Holyoke College) at South Hadley, Massachusetts, in 1837, as the result of a campaign by Mary Lyon. But it was not until after the Civil War that the period of the establishment of women's colleges began. Elmira was chartered as a college in 1855. In 1861, Vassar College was founded, followed by Wells (1868), Smith (1871), Wellesley (1875), Bryn Mawr (1880), Mills (1885), Goucher (1888), and Rockford (1892). In all these institutions education is exclusively for women.

In the Middle West, however, coeducation is the accepted policy and women are admitted on an equal footing with men. The success of the experiment in the state universities has given great impetus throughout the country to the coeducational system. The older colleges, and particularly those of the East, have been more conservative. They do not, as a rule, open their undergraduate schools to women, although they admit them to most of their graduate schools. One of the first coeducational institutions was Oberlin Collegiate Institute, which was opened in 1833, and was chartered as Oberlin College in 1850.

In addition to the separate and coeducational methods of education for women, there has also grown up a third system called the "coordinate system." This is represented by those colleges for women which are affiliated with larger universities for men. The following will

serve as illustrations: Radcliffe College (1879), affiliated with Harvard University; H. Sophie Newcomb Memorial College (1886), affiliated with Tulane University of Louisiana; College for Women, affiliated with Western Reserve University (1888); Barnard College (1889), affiliated with Columbia University, and the Women's College of Brown University (1892).

Life in an American woman's college is quite as unique in the educational world as that in a man's college. The institution most like it is the English college for women in the university centers, although these differ greatly from ours in several respects.

In America we have the problems of a democracy where women of widely different races, culture, and traditions have the franchise. The future of the republic demands that the women as well as the men must be trained for citizenship. The leading women's colleges have selected from the one hundred thousand and more women in American educational institutions, a group qualified intellectually to profit by the academic courses and the conditions of the college community life. Most women's colleges have been more conservative, perhaps, than the men's in adhering to the historic academic course, and offering less freedom in electing courses. They have not attempted to introduce a variety of vocational training; they have left that to the state coeducational institutions and the schools giving specialized training. Although the colleges have not attempted vocational training they do, however, give a suitable foundation for later vocational work. The academic studies that best prepare the student for various professions are brought to her attention early in her college course so that, if she is so disposed, she may select her elective courses and her extra-curricular activities with that in view.

ADMISSION

Admission to the women's colleges is by the same entrance examinations that are given for the men's colleges and universities, or by special examinations set by the college faculty. The standards are quite as high as those for men's colleges. Very few, if any, admit now on the certificate of properly accredited secondary schools. The essentials for admission are: Ability to meet the entrance requirements showing suitable preparation in a secondary school; the proper qualifications as to moral character and health; fair promise of ability to maintain an acceptable standard of scholarship in college; and a personality that makes her a reasonably congenial member of a college community.

EXPENSES

The women's colleges are all privately endowed institutions. The student's expenses are about the same as in men's colleges. Tuition varies from about \$200 to \$250 and board and room from \$250 to \$700 or higher, according to the room. Most colleges have at least one hall where the resident students may cooperate in the service and thereby reduce the cost of their board. All the colleges have some scholarships that pay all or a part of the tuition for students of ability who cannot otherwise meet the college expenses. In some colleges there are a few scholarships reserved for students from foreign countries. Usually the alumnae maintain a fund from which loans can be made to students who could not otherwise continue their course. The loan must be repaid within a reasonable time after graduation. In some colleges the rooms are assigned by lot; in others the students select them. There may be halls reserved for Seniors and Juniors, and others for Freshmen and Sophomores. But in most colleges students from all

four classes live in the same hall. While there are some more expensive rooms and suites, yet our women's colleges are remarkably free from undemocratic distinctions based upon wealth.

THE STUDENTS

There are from about five hundred to two thousand students in residence, according to the size of the college. They come from the best American families, from the wealthy and middle class, from self-supporting young women, from families recently naturalized, and some from foreign countries—by no means a socially homogeneous group. A college is very like an American community, in which the “melting process” has not been completed.

The Student Government Association presents the highest student administrative authority to its Student Council. Then there are the student officers of each of the four class organizations; the student board of managers for the college literary publications, the dramatic clubs, the intercollegiate debates, the musical organizations, and various clubs or sororities; and the athletic association officers who arrange for the sports. The duties of all these offices develop the administrative and business ability of the young women, and they learn to conduct public business according to parliamentary practice. All officers must learn to work harmoniously and efficiently with their fellow students. Their ability to do this is the basis upon which they are elected to these offices by their fellow students. The treasurers control the expenditures of considerable sums of money.

Among the students are those who devote themselves entirely to the scholastic work; others who combine with their studies dramatics, debates, or the sports, or some form of activity that promotes pleasure and profit

in the student community life. It is a democratic institution that calls out the particular ability of each one. It trains a young woman in self reliance, in leadership, and adapts her to life in a community preparing her to some extent, at least, for her duties as a citizen. The restrictions in the life of the students imposed by the college authorities are comparatively few, and relate chiefly to the curriculum and to leave of absence from college. The Students Government Association regulates the student activities and organizations and the life in the halls to safeguard the students themselves, so that conditions may make study possible in their rooms. The students take action on the case of any student whose conduct may bring disrepute to the college or interfere with the welfare of the student community. This does not give them the power to suspend or expel a student. There is little or no surveillance by the faculty or other college officers. The college students have quite generally adopted the honor system for examinations and class work. They are encouraged to have a wholesome public sentiment in regard to all aspects of college life. Women's colleges are by no means cloisters; the students may see their friends, and they often have social functions at which men from town or neighboring colleges are their guests.

PHYSICAL EDUCATION

The women's colleges are located for the most part in the country near a city or town where ample space can be afforded for residence halls and academic and other buildings necessary to maintain a community of several hundred, and also for the fields for the sports and physical education which our colleges insist upon to maintain or develop the health of the individual. Some colleges are located near lakes where boating and

swimming and winter ice sports are possible. If the college is in a city or large town, it still assumes responsibility to provide a gymnasium and limited field for out-of-door sports.

DEGREES

Women's colleges of acknowledged standards give the Bachelor of Arts degree and most are prepared to give the Master of Arts in some subjects. There are two colleges which provide for work leading to the Doctor of Philosophy degree. One of these, Bryn Mawr College, by its generous endowment and liberal supply of graduate scholarships and fellowships, has a considerable group of women graduate students from institutions all over the country. Radcliffe College, through its proximity to Harvard University, has an arrangement with the University to supply the instruction for the graduate courses and Harvard University certifies that the degrees given by Radcliffe College are of the same standard as the corresponding ones given by the University. Barnard is the undergraduate college for women at Columbia University, and gives few graduate courses, since the graduate work is under the jurisdiction of the University. Some colleges because of their nearness to universities have certain advantages, although there may be no affiliation between them. For example, Goucher College is near Johns Hopkins University; Mills College near the University of California; Sophie Newcomb Memorial College, near Tulane University. Mount Holyoke, Smith, Vassar, Wellesley, Wells are independent colleges, offering comparatively little opportunity for graduate work beyond that required for the Master's degree.

COMMITTEE OF WELCOME

A central committee has been formed by various agencies with headquarters at the office of the Institute

of International Education, 419 West 117th Street, New York City, to assist foreign women students, who may arrive in New York City on their way to educational institutions in the United States. Foreign women students, or individuals knowing of the prospective arrival of such students, are invited to communicate with The Institute, 419 West 117th Street, telephone, Morningside 8491.

CHAPTER VII

COLLEGE LIFE

ATHLETICS

Next to the regular studies themselves, athletics claim the largest part of the interest and time of a typical American student. Almost all colleges maintain four types of teams which compete with the teams of other institutions. These are baseball, football, basketball, and track teams. Foremost among these are the first two. Track athletics include running, jumping and weight throwing. In addition some universities, favorably situated, maintain crews for boat racing. Other forms of athletics are hockey, fencing, tennis, etc.; but the chief interest is in baseball in the spring and football in the fall. A football game between Yale and Harvard is a national event.

The teams are usually trained by a professional "coach" and members are selected from students who maintain a certain standard of scholarship.

To the non-athletic student the American college usually offers, through its gymnasium, athletic field, and swimming pool, good opportunity for keeping in sound physical condition, which is fundamental for effective intellectual training.

FRATERNITIES AND CLUBS

Next to athletics, fraternities, sororities, and social clubs are the strongest expression of American college life. In a sense American fraternities are unique. They are secret societies with a limited membership and a Greek motto, by the initial letters of which they are

known. The basis of membership in some organizations, is a certain standard of scholarship, or similarity of tastes and congeniality of disposition.

The first Greek letter fraternity was the ΦΒΚ., an honorary society formed in the College of William and Mary in 1776. Later professional honorary fraternities, such as ΤΒΠ. in engineering, Sigma Psi in science, etc., were formed. The oldest of the purely social type of fraternities is probably Chi Phi, organized at Princeton in 1824, but its successors are quite unlike it in nature; consequently the first fraternity is thought to be the Kappa Alpha, organized at Union College in 1825. Today there are over one hundred fraternities and sororities, with a total membership of more than two hundred thousand.

While many fraternities undoubtedly exercise salutary and wholesome influences upon their members in particular and the college student body in general, yet there are some which encourage snobbishness in contrast to the highly democratic atmosphere of the college campus. Fraternal spirit is in some cases carried to an extreme, and in the desire to show favor to fellow members there is often the danger of doing injustice to non-fraternity members and to members of other fraternities.

The number of foreign students who are invited to join fraternities is very limited, although more and more of them are admitting students from abroad.

In certain universities the place of fraternities is taken by social clubs. These are organized to foster a spirit of comradeship among groups of students.

DEBATING, DRAMATIC AND LITERARY SOCIETIES

In addition to social clubs there are, in almost every university, debating, dramatic, literary and musical organizations, as well as clubs for specialized academic

purposes such as philosophical, chemical, engineering, and history clubs.

RELIGIOUS ORGANIZATIONS

In almost all large institutions of learning there are Newman (Catholic) Clubs, Menorah Societies (Jewish) and Christian Associations of various types but the chief one among them is the College Young Men's Christian Association. The first College Young Men's Christian Associations were organized at the University of Michigan and the University of Virginia in 1858. In 1877 the Intercollegiate division of the Association was formed. Since then the growth has been rapid until there are at present over eight hundred Student Associations in schools and colleges with a membership of about one hundred thousand.

The Association exists as a friendly advisor to the students who labor under many handicaps as strangers in a strange land. Often employed secretaries are maintained, weekly meetings are held for devotional purposes, Bible classes are conducted within the college and in the neighborhood, settlement and other forms of social work are carried on, employment bureaus are operated, and summer conferences are held.

In many universities the Y. M. C. A. maintains a commodious building equipped with social and committee rooms, auditorium and reading room and dormitories. Foreign students are always cordially welcomed to the membership privileges of the Association and are invited to participate in its program of service.

HAZING

In every college rivalry between classes or students of each of the four years is strong, and frequently manifests itself in a "scrap" or "rush" between the Freshmen

and upper classmen, particularly the Sophomores. Severe restrictions are sometimes imposed upon Freshmen, such as requiring them to wear a special cap or necktie of a certain color and trousers with no cuffs. The new students are occasionally called upon by the older students to repeat the college songs or to render some menial service.

The foreign student, as far as possible, should enter into such phases of college life with a true spirit of sportsmanship and fun. It should not be resented as autocratic or obtrusive, although in a few cases it is carried to a disagreeable limit. In fact the outstanding feature of American college life is its democratic aspect. No other community can boast of having obliterated the distinction between race, creed and color to the extent to which the college community can. Even the aristocracy of wealth is not noticeable. Not only between students, but between students and professors, a spirit of comradeship usually prevails.

CHAPTER VIII

FOREIGN STUDENT ORGANIZATION

Corda Fratres-Association of Cosmopolitan Clubs. This is a federation of clubs organized in many of the leading universities for the purpose of promoting international good will by bringing into fellowship selected representatives of each nationality within a given university. The motto of the Cosmopolitan Club is "Above All Nations is Humanity." A monthly magazine is published by the Association and an annual convention is held. In several universities, including Cornell, Syracuse, Purdue, and the University of Chicago, these clubs maintain houses with boarding and lodging facilities for foreign student members and for a limited number of select Americans.

The Cosmopolitan Club offers an unusual opportunity for foreign students to come in contact with the leading students of other nationalities.

Chinese Students' Alliance. This is an organization of all Chinese students in the United States. By means of annual conventions in different parts of the country and by the publication of a monthly magazine the chief aims of the Alliance are accomplished, namely, the promotion of acquaintance and fellowship, the dissemination of knowledge regarding Chinese affairs, and unifying the work and interests of Chinese students in America.

Another Chinese organization is the Chinese Students' Christian Association which is interested in developing Christian character. A monthly magazine is published by the Association, committees are appointed in different parts of the country, and annual conferences are held.

The Hindustan Association of America. The Hindustan Association of America is an organization of

British Indian students for the purpose of promoting the welfare of Indian students and giving American students and professors accurate information regarding India and her people.

The Indian Students' Christian Union seeks to develop Christian faith and character among Indian students.

The Filipino Students' Federation in America. The Filipino Students' Federation in America has been recently organized and issues a monthly magazine, "The Filipino Herald." Its headquarters are at 347 Madison Avenue, New York City.

Other Foreign Student Organizations. An Armenian Student Organization, national in scope, is maintained by the Armenian students and their friends.

The Syrian Educational Society, with headquarters in New York and a chapter in Boston, has for the last four years made it possible for a number of Syrian students in this country to pursue courses of higher education. This year it has bestowed four scholarships on four students in Cornell, Columbia and New York Universities.

Similar organizations are being established by Greek and Korean students.

Small clubs of Japanese students have been organized.

Likewise many Latin American organizations have recently been perfected; one of them is the Brazilian Students' Association which issues a monthly magazine; another is the Chilian Students' Association with headquarters at the University of Pennsylvania. In addition to these Latin American organizations there is a Latin American Students' Christian Association, which aspires to unite on a Christian basis all the Spanish and Portuguese speaking students in the United States.

In 1921 the students coming from South Africa organized the South African Students' Association with an office at 2929 Broadway, New York.

COMMITTEE ON FRIENDLY RELATIONS AMONG FOREIGN STUDENTS

The Committee on Friendly Relations Among Foreign Students is a branch of the International Committee of the Young Men's Christian Association, which seeks to serve students who come to the United States from other lands. Its general work is under the administrative secretaries at the offices of the International Committee in New York City. Much of the work is carried on through national divisions, each with one or more full-time secretaries of its own nationality. There are now Chinese, Japanese, Latin American, Filipino, and miscellaneous divisions, the latter dealing with the nations having small numbers of students. All these secretaries—except the Japanese, who resides in Chicago—have headquarters at the New York office, but spend much time in travel among the colleges and universities where foreign students are found.

The service of the Friendly Relations Committee is summarized as follows:

1. Counsel to students before leaving their own land, through Association secretaries and educational leaders.
2. Meeting students at steamer on their arrival in American ports, and providing for their immediate needs, such as board, lodging, and guidance around the city.
3. Information and advice in selection of college, and assistance in getting to the college of their choice.
4. Introduction to persons in college communities or other cities who will befriend them.
5. Advice in securing employment for self-supporting students.
6. Cooperation with college Y. M. C. A.'s, churches and other agencies in relating students to most helpful social influences and securing entertainment for them in representative homes.

7. Endeavor to interest chambers of commerce, and other civic organizations to acquaint students with the industrial and institutional life of American cities.
8. Encouragement of students to attend summer conferences and other great inspirational and international assemblies.
9. Cooperation with Cosmopolitan and other clubs which seek to bring students of all lands into mutual sympathy and understanding.
10. Friendly aid to any student in his moral and religious problems or his adjustments to American life.

The Committee is sponsor for several student publications which are issued by the national groups. These are: *The Japan Review*, *Christian China*, *El Estudiante Latino Americano*, *The Filipino Herald* and *The Indian Christian Student*. The Committee also supports and cooperates with the following foreign student societies, which are organized under the national divisions: *Chinese Students' Christian Association*, *Latin American Students' Christian Association*, *the Russian Students' Christian Federation* and the *Filipino Students' Federation*.

Special effort is made every year to bring foreign students to the great Students' Summer Conferences held in various parts of the United States. This is an unsurpassed opportunity for these men to become acquainted with one another and to meet the best American students of many colleges. The Committee facilitates in every possible way the attendance of foreign students at these gatherings.

No fee is charged for any service rendered by this Committee and its secretaries. Students expecting to come to this country are invited to write for information of any kind and to suggest any preparation which can be made for their coming. Enquiries should be directed to the Secretary of any local Y. M. C. A., or addressed

to the Committee on Friendly Relations Among Foreign Students, 347 Madison Avenue, New York City, U. S. A.

SOCIETIES INTERESTED IN FOREIGN STUDENTS

CHINESE

China Society of America, Astor Place, New York City.

Chinese National Welfare Society in America, 519 California Street, San Francisco, California.

JAPANESE

American Historical Association, Committee on Far Eastern History
(Dr. E. B. Green, Chairman, University of Illinois, Urbana, Ill.).

Japan Society of New York, 165 Broadway, New York City.

Japan Society of America, Flatiron Building, San Francisco, Cal.

Japanese American Fraternity, Los Angeles, California.

LATIN AMERICAN

Committee on Cooperation in Latin America, 25 Madison Avenue, New York City.

Pan American Society, 15 Broad Street, New York City.

Pan American Union, Washington, D. C.

MISCELLANEOUS

Committee on Friendly Relations Among Foreign Students, 347 Madison Avenue, New York City.

Institute of International Education, 419 West One Hundred and Seventeenth Street, New York City.

American Scandinavian Foundation, 25 West Forty-Fifth Street, New York City.

Armenian Asiatic Association, 280 Madison Avenue, New York City.

Hindustan Student Association, 1400 Broadway, New York City.

International Serbian Educational Committee, 701 Madison Avenue, New York City.

The Syrian Educational Society, 141 Clinton Street, Brooklyn, New York.

South African Students Association, 2929 Broadway, New York.

CHAPTER IX

NUMBER AND DISTRIBUTION OF FOREIGN STUDENTS

Student immigration is not a new thing in the history of education, but it never assumed the proportion it has in recent years and in connection with the United States. According to statistics gathered for the year 1919-1920 there are no less than ten thousand students from abroad pursuing higher courses of education in the United States representing one hundred and sixteen different nationalities. The Chinese with a thousand or so lead. The Japanese and Filipinos come next with five hundred and eighty-eight. All the Latin American republics are represented and so are the countries of Europe and the Near East. Some of these students are sent on scholarships provided by their Governments, schools, communities, friends or private organizations. Others come at the expense of their parents. The rest are, to a large extent, self-supporting.

Through the Chinese Boxer War Indemnity Fund a number of Chinese students, boys and girls, find it possible to come to this country. The Filipino Government has recently instituted a number of scholarships in American universities for training the Filipino youth and so have the Brazilian Government and several other South American Governments. The Belgian Relief Committee has appropriated a large sum of money for the education of Belgian students in this country, and the American-Scandinavian Foundation offers a number of fellowships, tenable in the United States, to Scandinavian students.

The distribution of these students throughout the

United States is widespread. Statistics compiled in December, 1919, reveal the presence of foreign students in every one of the forty-eight states of the Union and in the District of Columbia. The tendency of the foreign students is to congregate in the large centers like New York, Chicago, Boston, Philadelphia, and in California on the Pacific Coast. In the interior Illinois and Ohio draw the largest number. The tendency to cluster in the big universities is also marked, but there is hardly an institution of medium size in which they are not represented. The enrollments of four hundred and sixty-six colleges for the year 1919-1920 show the presence of foreign students.

For a statistical summary of the number and distribution of foreign students, see the accompanying table.

CHAPTER X

LIVING CONDITIONS

The living conditions vary according to the size of the college or university and the size of the town in which it is located. As a rule the large universities flourish either in or near cities of considerable size, whereas small colleges grow in small communities.

LODGING AND BOARDING FACILITIES

Some colleges and universities maintain dormitories and dining halls for their students. The rates are reasonable. The dormitories are usually adapted to the needs of student life. They are equipped with good light and baths and their atmosphere is conducive to study and concentration. The foreign students will do well to try as early as possible to secure accommodation on the campus of the college to which they intend to go.

Wherever the dormitory facilities are not enough to accommodate all students, the colleges usually keep an approved list of private homes in the vicinity in which students may rent rooms.. Sometimes the college Y. M. C. A. keeps the list.

EXPENSES

The following tables show the approximate expenses for room, board, laundry, tuition, fees, etc. The data were collected in the summer of 1920 from the various college authorities. Different representative institutions were selected in the East, Middle West, West and South. It will be noted that the expenses in the Middle West are a little less than in the East and in the West below those of the Middle West.

EAST

Ithaca, New York

Cornell University

Room—\$3 to \$5 a week	School Year*	\$200.00
Board—\$7 to \$9 a week	" "	400.00
Laundry	" "	35.00
Incidentals	" "	80.00
Tuition	" "	200.00
Fees	" "	65.00
Books	" "	28.00

Total for year \$1,008.00

Providence, Rhode Island

Brown University

Room	School Year	\$150.00
Board	" "	400.00
Laundry	" "	40.00
Incidentals	" "	100.00
Tuition	" "	200.00
Dues, Fees, etc.	" "	150.00

Total for year \$1,040.00

MIDDLE WEST

Minneapolis, Minnesota

University of Minnesota

Room	School Year	\$150.00
Board—\$7 to \$8 per week	" "	375.00
Laundry—\$3 per month	" "	35.00
Incidentals	" "	60.00
Tuition	" "	150.00
Fees	" "	30.00
Books	" "	30.00
University activities, car fare, etc.	" "	100.00

Total for year \$930.00

Champaign, Illinois

University of Illinois

Room	(Average)	School Year	\$140.00
Board	"	" "	330.00
Laundry	"	" "	25.00
Incidentals	"	" "	75.00
Fees	"	" "	75.00
Books	"	" "	40.00

Total for year \$685.00

*School year usually covers 8 months.

WEST

Berkeley, California

University of California

Room—\$8 to \$12 per month	School Year	\$130.00
Board—\$25 to \$30 per month	" "	300.00
Laundry (Average)	" "	30.00
Incidentals	" "	50.00
Tuition	" "	150.00
Fees	" "	50.00
Books	" "	30.00
University activities	" "	50.00

Total for year

\$790.00

Seattle, Washington

University of Washington

Room	School Year	\$360.00
Board (Average)	" "	480.00
Laundry	" "	25.00
Incidentals	" "	50.00
Tuition	" "	40.00
Fees	" "	40.00
Books	" "	30.00

Total for year

\$1,025.00

SOUTH

Austin, Texas

University of Texas

Room and Board—\$40 per month	School Year	\$400.00
Laundry (Average)	" "	30.00
Incidentals	" "	100.00
Fees	" "	50.00
Books	" "	30.00

Total for year

\$610.00

VACATIONS

The American academic year is practically eight months, extending from the latter part of September to the early part of June, with a two weeks' vacation for Christmas and a week or less for Easter. In California the institutions are in session from the middle of August to the middle of May. Some colleges and universities have adopted a four-term basis for the year, and have accordingly a shorter vacation.

How to spend the long summer vacation is one of the vexing problems of foreign student life. Whenever possible a part of it, at least, should be spent in travel. Since the United States is such a vast and heterogeneous country, familiarity with one part does not constitute familiarity with the whole. During the summer holiday many students find "jobs" to replenish their material resources, and those of them who are delinquent in their studies take advantage of the opportunities provided by the summer schools. In case the foreign student has no deficiency to make up, and is not in need of employment, it is recommended that he make a special study of some American institution in all its phases, such as the Public Library system, the Y. M. C. A., the Public School system, the Social Settlements, the Prohibition movement, or any other organization or activity that centers around the philanthropic and social life of the American community.

TRAVEL

The facilities for travel in the United States are abundant. Transportation costs about three and a half cents per mile. From the table and map in the Appendix the cost of travel from New York, New Orleans or San Francisco to the selected college can be worked out approximately. Each passenger is entitled to carry one hundred and fifty pounds of baggage free. Trunks and heavy baggage should be checked and forwarded in the baggage car. On showing one's ticket to the baggage master in the railway station, a check is attached to each parcel, a duplicate claim check being given the passenger, and the railway company assuming responsibility for safe delivery. The passenger may claim his baggage by presenting the baggage check at his destination and arranging with a transfer company for its delivery to hotel or residence.

Among the scenic features of the United States which are most frequently visited are: Niagara Falls, New York; Yellowstone National Park, Wyoming; the Grand Canyon, Arizona; the Yosemite Valley and the Big Trees of California, and Mammoth Cave, Kentucky. Students would enjoy a visit to Washington, the capital of the United States, where they may see not only the Government buildings, including the Capitol and the White House, but also the Washington and Lincoln monuments, the Library of Congress, the Pan American Building, the Red Cross Building, the Smithsonian Institute, and the National Museum.

The Metropolitan Museum of Art, New York City; the Boston Public Library, and scores of other buildings are worthy of a visit.

STUDENT AID AND SELF HELP

Almost all good-sized colleges and universities include in their organization employment bureaus with a view to securing part- or full-time employment for students and graduates. The late afternoon and early evening hours, holidays and Saturdays and the vacation days are often utilized by the students for working purposes. The commonest forms of work secured are: janitor service, care of furnace, selling commodities, waiting on table, clerical work and tutoring. As a result many students in colleges, who otherwise would not be there, are enabled to continue their studies. A large number of Americans earn part of their expenses in college. This, however, should not encourage the student to think that he can make his whole way through college. Even among the American students, the number who succeed in earning all their expenses is exceedingly limited. The educational process is such an expensive one from the standpoint of time, energy, and money that it is well-

nigh impossible for a foreign student to maintain physical and mental efficiency and, at the same time, make all the money necessary for his living and for his education.

It should be noted, moreover, by foreign students that labor is not looked upon in the United States as degrading. The student need fear no loss in social station in the college community or in the town on account of it. The fact is that many American students, who later in life rise to eminence, never cease to look with pride upon their college life and how they "made their way through" college.

In addition to the employment possibilities, many universities have small loan funds which they are willing, under specified conditions, to put at the disposal of students.

Scholarships, prizes, beneficial funds, and fellowships are available in almost all institutions. They are announced in the annual catalogues of the institutions, copies of which may be secured free of charge upon request.

CHAPTER XI ·

SPECIAL PROBLEMS

CHOICE OF A SCHOOL

The first problem which confronts a prospective student in the United States is the choice of a college or university best suited to his needs. The United States Bureau of Education, Washington, D. C., through its Biennial Reports and Bulletins furnishes lists of educational institutions of different kinds and gives accounts of general conditions such as entrance requirements and the work required for college degrees. The following organizations may be consulted free of charge for advice on the educational opportunities in the United States:

The Institute of International Education, 419 West
117th Street, New York

American Council on Education, 818 Connecticut Avenue,
Washington, D. C.

The Committee on Friendly Relations Among Foreign
Students, 347 Madison Avenue, New York.

A list of recognized colleges has been published by the American Council on Education, and is reprinted on p. 16. Other lists in different branches of study are given in this Bulletin.

As a general principle it is considered most advisable that foreign students should have completed the work of an undergraduate college before entering an American institution if they are to derive the greatest benefit from their study here. A sound preparation in their own country and familiarity with their own cultural background will serve as the best foundation for graduate study in the United States along the lines that may be

selected, and particularly if it is intended to prepare a dissertation for the Ph.D. degree.

KNOWLEDGE OF ENGLISH

How much English one should know is the second problem which the foreign student must solve. It is recommended that, before coming to the United States, the foreign student acquire enough English to enable him to understand the lectures and to find his way in the country. The whole question of adjustment of educational qualifications to the requirements of American institutions has to be looked into carefully and deliberately with a view to avoiding unnecessary wastage of time and expense.

FINANCES

Another question relates to the amount of money to be brought by the foreign student when he comes to the United States. The danger here lies on the side of bringing too little rather than too much. A number of foreign students seem to think that somehow in the United States they can work, support themselves, study and win diplomas. It is true that the opportunities for work for the ambitious, energetic and adaptable student are numerous, yet it is necessary that students should guard against overwork, physically and mentally. They should enjoy leisure hours for growth and meditation and should take advantage of their being here to observe and study institutional movements, other than those they find in their local college curricula.

We recommend that the foreign student bring with him, in addition to his sea and land fares, a minimum of \$500 which will carry him through the first half year. A great deal depends after that upon his own industry and ability.

It is also suggested that, unless there is a definite reason for special preparation or travel, no foreign student should arrive in the United States in the spring or summer months. Colleges begin their sessions in the latter part of September. If one reaches the United States in the spring he can hardly fit into the classes that have been in session since February or October, and if he arrives in the summer he will find all classes, except summer schools, closed.

Students should locate on the map the university they intend to visit, so that they may get an idea of the number of miles of railway travel that will be involved. It costs almost as much to travel from New York to a western university, as it costs to come from France or England to America.

APPENDIX

TABLE OF DEGREES

BACHELOR'S DEGREES

A.B. or B.A.	Bachelor of Arts
B.Agr.	Bachelor of Agriculture
B.Arch.	Bachelor of Architecture
B.A. in Ed.	Bachelor of Arts in Education
B.B.A.	Bachelor of Business Administration
B.Chem.	Bachelor of Chemistry
B.C.E.	Bachelor of Chemical Engineering
B.C.S.	Bachelor of Commercial Science
B.Cr.E.	Bachelor of Ceramics Engineering
B.D. or D.B.	Bachelor of Divinity
B.E.E.	Bachelor of Electrical Engineering
B.Ed.	Bachelor of Education
B.F.A.	Bachelor of Fine Arts
B.Eng.	Bachelor of Engineering
B.E.M.	Bachelor of Mining Engineering
B.M.E.	Bachelor of Mechanical Engineering
B.J.	Bachelor of Journalism
B.L., B.Litt., or Litt.B.	Bachelor of Literature
B.L.Sc.	Bachelor of Library Science
B.Mus. or Mus.B.	Bachelor of Music
B.Ped.	Bachelor of Pedagogy
B.S. or S.B.	Bachelor of Science
B.Sc.Agr.	Bachelor of Scientific Agriculture
B.S. in Agr.	Bachelor of Science in Agriculture
B.S. in Agr. Ed.	Bachelor of Science in Agricultural Education
B.S. in Agr. Eng.	Bachelor of Science in Agricultural Engineering
B.S. in Agron.	Bachelor of Science in Agronomy
B.S. in Animal Husbandry	
B.S. in Arch.	Bachelor of Science in Architecture
B.S. in Arch. Eng.	Bachelor of Science in Architectural Engineering
B.S. in Biol.	Bachelor of Science in Biology
B.S. in Business	
B.S. in Cer.	Bachelor of Science in Ceramics

B.S. in Chem.	Bachelor of Science in Chemistry
B. S. in Chemical Engineering	
B.S. in C.E.	Bachelor of Science in Civil Engineering
B.S. in Coal Mining Engineering	
B.S. in Com.	Bachelor of Science in Commerce
B.S. in Dairying	
B.S. in Dentistry	
B.S. in Econ.	Bachelor of Science in Economics
B.S. in Ed.	Bachelor of Science in Education
B.S. in El. Eng.	Bachelor of Science in Electrical Engineering
B.S. in Fire Protection Engineering	
B.S. in Floriculture	
B.S. in For.	Bachelor of Science in Forestry
B.S. in Geology and Mining	
B.S. in H. Econ.	Bachelor of Science in Home Economics
B.S. in Horticulture	
B.S. in Household Science	
B.S. in Ind. Arts.	Bachelor of Science in Industrial Arts
B.S. in Landscape Gardening	
B.S. in Law	
B.S. in Hydraulic Engineering	
B.S. in Mech. Eng.	Bachelor of Science in Mechanical Engineering
B.S. in Med.	Bachelor of Science in Medicine
B.S. in Met. Eng.	Bachelor of Science in Metallurgical Engineering
B.S. in Min. Eng.	Bachelor of Science in Mining Engineering
B.S. in Mun. and San. Eng.	Bachelor of Science in Municipal and Sanitary Engineering
B.S. in Ped.	Bachelor of Science in Pedagogy
B.S. in Phar.	Bachelor of Science in Pharmacy
B.S. in Railway Civil Engineering	
B.S. in Railway Electrical Engineering	
B.S. in Railway Engineering	
B.S. in Railway Mechanical Engineering	
B.S. in San. Eng.	Bachelor of Science in Sanitary Engineering
B.S. in Structure Design	
B.S. in S.T.	Bachelor of Science in Sugar Technology
B.S. in Textile Industry	

Graduate in Music

J.C.B.	Bachelor in Canon Law
L.H.B.	Bachelor of Literature
LL.B.	Bachelor of Laws
Ph.B.	Bachelor of Philosophy
Ph.B. in Com.	Bachelor of Philosophy in Commerce
Ph.B. in Jour.	Bachelor of Philosophy in Journalism
Ph.C.	Pharmaceutical Chemist
Ph.G.	Graduate in Pharmacy
Phar.B.	Bachelor of Pharmacy
S.T.B.	Bachelor of Sacred Theology

HIGHER DEGREES

A.E.	Agricultural Engineer
A.M. or M.A.	Master of Arts
Arch.	Architect
Arch. Eng.	Architectural Engineer
Cer. Eng.	Ceramics Engineer
Chem. Eng.	Chemical Engineer
C.E.	Civil Engineer
C.P.H.	Certificate in Public Health
C.S.	Certified Sanitarian
D.C.L.	Doctor of Civil Law
D.D.S.	Doctor of Dental Surgery
D.D.Sc.	Doctor of Dental Science
D.Eng. or Eng.D.	Doctor of Engineering
D.M.D.	Doctor of Dental Medicine
D.Sc. or Sc.D.	Doctor of Science
D.P.H.	Doctor of Public Health
D.V.M. or V.M.D.	Doctor of Veterinary Medicine
E.E.	Electrical Engineer
E.M.	Engineer of Mines
El.Met.	Electrometallurgist
Fire Protection Engineer	
Graduate in Architecture	
Graduate in Public Health	
J.C.D.	Doctor in Canon Law
J.C.L.	Licentiate in Canon Law
J.D., Jur.D., or D.Jur.	Doctor of Law
L.H.D.	Doctor of Literature
LL.D.	Doctor of Laws
LL.M.	Master of Laws
Mar.E.	Marine Engineer
M.Arch.	Master of Architecture
M.B.A.	Master in Business Administration

M.C.E.	Master of Civil Engineering
M.C.L.	Master of Civil Law
M.C.S.	Master of Commercial Science
M.D.	Doctor of Medicine
M.E.	Mechanical Engineer
M.E.E.	Master of Electrical Engineering
Met.E.	Metallurgical Engineer
M.F.	Master of Forestry
M.L.	Master of Literature
M.L.A.	Master of Landscape Architecture
M.L.D.	Master of Landscape Design
M.M.E.	Master of Mechanical Engineering
M.P.L.	Master of Patent Law
M.Ped.	Master of Pedagogy
M.S.A.	Master of Scientific Agriculture
M.S. or S.M.	Master of Science
M.S. in Agr.	Master of Science in Agriculture
M.S. in Arch.	Master of Science in Architecture
M.S. in Eng.	Master of Science in Engineering
M.S. in For.	Master of Science in Forestry
M.S. in Min. E.	Master of Science in Mining En- gineering
M.S. in Public Health	
M.S.T. or S.T.M.	Master of Sacred Theology
Nav. Arch.	Naval Architect
Pd.D.	Doctor of Pedagogy
Pd.M.	Master of Pedagogy
Ph.D.	Doctor of Philosophy
Ph.M.	Master of Philosophy
Phm.D.	Doctor of Pharmacy
Phm.M.	Master of Pharmacy
S.J.D.	Doctor of Law
S.T.D.	Doctor of Sacred Theology
S.T.L.	Licentiate in Sacred Theology

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DISTANCES IN MILES BETWEEN CITIES OF THE UNITED STATES BY LAND

(See map enclosed)

Cities and States	New York	New Orleans	San Francisco
	Miles	Miles	Miles
Birmingham, Alabama	990	355	2,520
Tucson, Arizona	2,601	1,503	983
Little Rock, Arkansas	1,290	456	2,237
San Francisco, California	3,182	2,482
Denver, Colorado	1,926	1,357	1,376
New Haven, Connecticut	72	1,417	3,263
Newark, Delaware	128	1,254	3,137
Washington, District of Columbia	228	1,144	3,069
Gainesville, Florida	1,068	616	3,098
Atlanta, Georgia	876	496	2,810
Moscow, Idaho	2,733	2,760	1,194
Chicago, Illinois	912	920	2,279
Indianapolis, Indiana	825	862	2,380
Iowa City, Iowa	1,149	998	2,052
Lawrence, Kansas	1,382	1,020	1,946
Lexington, Kentucky	781	664	2,567
New Orleans, Louisiana	1,345	2,482
Portland, Maine	350	1,686	3,410
Baltimore, Maryland	188	1,184	3,081
Boston, Massachusetts	235	1,607	3,313
Ann Arbor, Michigan	729	1,064	2,515
Minneapolis, Minnesota	1,332	1,285	2,101
Jackson, Mississippi	1,369	184	2,651
St. Louis, Missouri	1,065	699	2,199
Missoula, Montana	2,569	2,269	1,138
Lincoln, Nebraska	1,463	1,089	1,928
Reno, Nevada	2,939	2,725	243
Hanover, New Hampshire	320	1,692	3,336
Princeton, New Jersey	48	1,324	3,143
Albuquerque, New Mexico	2,298	1,264	1,199
New York, New York	1,372	3,191
Chapel Hill, North Carolina	581	992	3,236
Bismarck, North Dakota	1,767	1,720	1,866
Columbus, Ohio	637	945	2,593
Norman, Oklahoma	1,626	770	2,012
Portland, Oregon	3,204	2,746	722
Philadelphia, Pennsylvania	91	1,281	3,100
Providence, Rhode Island	184	1,530	3,300
Charleston, South Carolina	739	776	3,119
Vermilion, South Dakota	1,457	1,208	1,856
Knoxville, Tennessee	738	609	2,876
Austin, Texas	1,979	528	1,993
Salt Lake City, Utah	2,442	1,928	823
Burlington, Vermont	301	1,673	3,248
Charlottesville, Virginia	343	1,029	2,855
Seattle, Washington	3,151	2,931	957
Morgantown, West Virginia	489	1,097	2,792
Madison, Wisconsin	1,041	1,041	2,361
Laramie, Wyoming	1,680	1,524	1,213

Note: The cost of traveling from New York, New Orleans or San Francisco to any of the cities named can be estimated by multiplying the distance given in miles by four cents. This does not include Pullman reservation or cost of meals en route.



MAP OF THE UNITED STATES SHOWING LOCATION OF ONE CITY IN EACH STATE

SUMMARY OF THE FOREIGN STUDENTS IN THE UNITED STATES OF AMERICA.

COMPILED BY THE COMMITTEE ON FRIENDLY RELATIONS AMONG FOREIGN STUDENTS

[illegible]

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